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ABSTRACT

Actions of the Maryland Council for Higher Education (MCHE) with respect to desegregation of public higher education, information concerning funds and personnel appropriated for the implementation of Maryland's desegregation plan, selected comparative data, and desegregation status by institution are reported. Among the MCHE desegregation activities summarized are: Other Race Grants Program for Graduate and Professional School Students; Minority/Other-Race Internship Program; Faculty and Administrator Exchange Program; Study of Retention and Progression of Full-Time, First Year Undergraduate Students by Race; Study of the Impact of the Academic Program Offerings on the Racial Composition of Student Enrollment; and Consortium for Inter-Institutional Programs. The MCHE, state colleges and universities, and community colleges are included in the report on desegregation appropriations. Selected comparative data rank some Maryland colleges and universities according to net assignable square feet per full-time day equivalent, student/faculty ratio per full-time equivalent, instruction cost per FTE, and total library holdings per FTE. Information on student composition, financial aid, employment composition, administrative coordination, and program cooperation are included in the desegregation status reports by institution. Appended to the report are nearly 20 items concerning desegregation efforts in Maryland. (JMD)

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SECOND MIDYEAR DESEGREGATION STATUS REPORT

for Public Postsecondary Education Institutions in the STATE OF MARYLAND

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MARYLAND COUNCIL for HIGHER EDUCATION

JUNE 1976

STATE OF MARYLAND
MARYLAND COUNCIL FOR HIGHER EDUCATION

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Under P. L. 92-318

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STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Sheldon H. Knorr
Executive Director

Dr. Glenwood C. Brooks, Jr.
Chief, Equal Postsecondary Education

June 4, 1976

The Honorable Marvin Mandel
Governor
State of Maryland
Executive Department
Annapolis, Maryland 21401

Dear Governor Mandel:

The Maryland Council for Higher Education is pleased to present the Second Mid-year Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland. Included in the Report are descriptions of new Statewide programs which your administration and the 1976 Maryland General Assembly have provided funds to implement. Four of the programs are "firsts" for the State, e.g., the Other-Race Grants Program for Graduate and Professional School Students, the Minority/Other Race Faculty and Administrative Internship Program, and the Central Placement Bureau and Faculty and Administrative Exchange Programs. These are described in Chapter II of the Report.

I wish to bring to your attention some comparisons between the predominantly black and predominantly white public colleges and universities which are discussed in more detail in Chapter III of the Report. In 1972, three of the State's four predominantly black institutions (Bowie State College, Coppin State College and Morgan State University) had the lowest rankings in net assignable square feet per full-time day equivalent (NASF/FTDE);each with below the MCHE-estimated requirement of between 100-110 NASF/FTDE for a 4-year public college. However, based on FY 1977 projections, the four predominantly black schools change position significantly and all are expected to be among the top seven of the State's twelve 4-year public colleges and universities in NASF/FTDE. As for instruction costs, excluding the University of Maryland Baltimore City, ranking of the 4-year public institutions in instruction cost per full-time equivalent shows that the predominantly black schools, with the exception of Coppin State College, were among the top half in Fiscal 1974 and are expected to remain so in Fiscal 1976. In 1974, three of the four predominantly black institutions (Morgan State University, University of Maryland Eastern Shore and Bowie State College) had the lowest student/faculty ratios. In 1976 all four predominantly black institutions (Coppin State College added) are expected to be among the 4-year public institutions with the lowest student/faculty ratios. Finally, all of the public institutions have increased their library holdings since 1974. By rank per full-time equivalent, the University of Maryland Eastern Shore is expected to remain the highest in

The Honorable Marvin Mandel June 4, 1976

Fiscal 1976 and Coppin is expected to go from seventh to third. Bowie's holdings are among the lowest, however.

Status reports of the desegregation efforts at each of the institutions are included in Chapter IV of the Midyear Report.

The Council very much appreciates your strong support for our efforts to assure that segregation does not exist in the Maryland public institutions of higher education.

Sincerely,

Sheldon A. Knorr
Executive Director

SECOND MIDYEAR DESEGREGATION STATUS REPORT

FOR Public Postsecondary Education Institutions

in the STATE OF MARYLAND

June 1976

Maryland Council for Higher Education

TABLE OF CONTENTS

		Page
	MARYLAND COUNCIL FOR HIGHER EDUCATION	i
	TRANSMITTAL LETTER	iii
Chapter I	Overview	3
Chapter II	SUMMARY OF DESEGREGATION ACTIVITY OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION, AUGUST 1975 - JULY 1976	
	- New State Board for Higher Education	11
	- Desegregation Impact Statements	12
	- New Academic Programs and Facilities Review	12
	- Other Race Grants Program for Graduate and Professional School Students	16
	- Minority/Other-Race Internship Program	17
	- Central Placement Bureau	18
	- Faculty and Administrator Exchange Program	19
	- Articulation of Postsecondary Education Opportunity for Minority and Other-Race Students	20
	- Study of Retention and Progression of Full-time, First Year Undergraduate Students by Race in Maryland's Public Postsecondary Education Institutions	21
	- Study of the Impact of the Academic Program Offerings on the Racial Composition of Student Enrollments	28
	- Assessment of Recruitment Strategies for Other-Race Graduate and Professional School Candidates	30
	- Second Annual Desegregation Status Report	30
	- Improving Postsecondary Education Program Opportunities for Minority Group Students in Maryland: A Model Procedure for Counselor Education	31
	- Consortium for Inter-Institutional Programs	32
	- Other Activities Related to Desegregation	32
	- Summary of Selected Legislation Acted on by the 1976 General Assembly	33
	- Additional MCHE Recommendations Not Requiring Legislative Action	37

		Page
Chapter III	FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1977 FOR IMPLEMENTATION OF THE STATE'S DESEGREGATION PLAN; SELECTED COMPARATIVE DATA	
	- Maryland Council for Higher Education	41
	- State Universities	43
	- Board of Trustees of the Maryland State Colleges	43
	- State Board for Community Colleges	44
	- Funds and Personnel Tables	45
	- Selected Comparative Data	54
Chapter IV	MIDYEAR DESEGREGATION STATUS REPORTS BY INSTITUTION	
	- Allegany Community College	65
	- Anne Arundel Community College	69
	- Catonsville Community College	74
	- Cecil Community College	77
	- Charles County Community College	81
	- Chesapeake College	83
	- Community College of Baltimore	85
	- Dundalk Community College	90
	- Essex Community College	93
	- Frederick Community College	96
	- Garrett Community College	99
	- Hagerstown Junior College	101
	- Harford Community College	105
	- Howard Community College	108
	- Montgomery College	110
	- Prince George's Community College	114
	- Wor-Wic Tech Community College	117
	- Bowie State College	119
	- Coppin State College	127
	- Frostburg State College	131
	- Salisbury State College	136
	- St. Mary's College of Maryland	139
	- Towson State College	143
	- University of Baltimore	147
	- Morgan State University	152
	- University of Maryland Baltimore City	156
	- University of Maryland Baltimore County	164
	- University of Maryland College Park	170
	- University of Maryland Eastern Shore	173
	- University of Maryland University College	180
	LIST OF APPENDICES	

CHAPTER I

OVERVIEW

Since the publication of the First Midyear Desegregation Status Report in August of 1975, this year has been marked by litigation involving the State of Maryland and the Department of Health, Education and Welfare (DHEW) regarding the desegregation of Maryland public higher education. Between August and December of 1975, the State attempted to arrive at an understanding of the issues that were being raised by DHEW. However, as a result of actions announced by DHEW on December 15, 1975 to initiate administrative enforcement proceedings to cut-off federal funds to Maryland amounting to more than $65 millions of dollars, the State on January 5, 1976 sued DHEW to enjoin them from taking such a course of action. In spite of the litigation, Governor Marvin Mandel has stated on several occasions that the State is committed to the desegregation of the Maryland public higher education and has directed the Maryland Council for Higher Education to continue activities as specified in the State's Desegregation Plan. This Report contains those actions and activities of the Council with respect to desegregation of public higher education between August 1975 and July 1976.

Full-Time Undergraduate and Graduate Students

All of the Maryland public higher education institutions have reported efforts to recruit minorities and other race persons. It is particularly noteworthy that 25 of 28 public institutions not only increased the number of black undergraduate students attending their institutions but also increased the number of other-race undergraduate students as well. The total numbers of both black and white students attending the colleges has increased, and the number of other race students attending both predominantly black and predominantly white institutions has increased. Thus, more full-time undergraduate black students attended predominantly white institutions in 1974 than in 1975 and more white undergraduate students attended predominantly black institutions. Four institutions did not follow this pattern: Garrett Community College has no full-time minority students;

the University of Baltimore reported a decrease in the number of black and white students, but an increase in the percentage of black students; Bowie State College and the University of Maryland, Eastern Shore reported decreases in the total number of full-time undergraduate students enrolled and in the number of other race students enrolled. The predominantly white community colleges reported nearly 800 (51%) more black undergraduate students attending their institutions in Fall 1975 as compared to a year ago, the predominantly white State Colleges reported nearly 300 (25%) and predominantly white campuses of the University of Maryland reported over 250 (11%) more black undergraduate students attending their institutions this past Fall 1975 as compared to the previous year. The one predominantly black community college (Community College of Baltimore) reported an increase of nearly 1,000 (54%) additional black undergraduate students in Fall of 1975 and the predominantly black State Colleges reported slightly over 650 (11%). The black undergraduate student enrollment at all the public institutions increased by almost 2900 students representing a 21% increase over the previous year. The other-race graduate student enrollments as well as black graduate enrollments increased over Fall 1974; however, these are less dramatic. (Appendices A-1 and A-2 show these data by institution and segment).

Employees

The institutions have reported efforts to recruit other-race employees. Some progress has been made over the past year. The institutions' reports are contained in Chapter IV of this Report. Several Statewide programs have been established to assist the institutions to recruit and hire more other-race persons; these are the Central Placement Bureau, the Faculty and Administrative Exchange Program and the Minority/Other Race Internship Program, all of which are explained in Chapter II of this Report.

Fiscal Support

The 1976 General Assembly appropriated $336,409 for fiscal year 1977 to the Maryland Council for Higher Education to carry out activities related to desegregation.

This appropriation amounts to a 310% increase over the funds appropriated to the Council in fiscal year 1976 for desegregation activities. Of note, are the four new statewide programs which are currently being implemented: the Other Race Grants Program for Graduate and Professional School Students ($60,000), the Minority/Other Race Internship Program ($120,000), the Central Placement Bureau and the Faculty and Administrative Exchange Programs ($19,400). These programs impact directly on graduate and professional school enrollments and on the recruitment of other-race persons in the Maryland public higher education institutions. The State has appropriated over one million dollars in financial aid funds to further the institutions' desegregation efforts in addition to providing substantial funds for support of retention and counseling and other related activities at the institutional level.

Inter-Institutional Cooperation

The University of Maryland at Baltimore, Bowie, Coppin and Morgan State University have developed a consortium to work cooperatively to attract increased numbers of black and other race students to the professional programs offered by the University of Maryland. Federal funds have been requested for the consortium effort. The University of Maryland at Eastern Shore and Salisbury State College have entered into a cooperative effort which may be viewed as quite extensive; faculty, administrative and student exchanges are part of the cooperative effort. Coppin and the University of Baltimore report cooperative program efforts in several programs. The details of these programs are summarized in the institutions' reports in Chapter IV of this report. Finally, the Community College of Baltimore and the other community colleges report cooperative efforts with upper level institutions and/or industry and public agencies.

The Reorganization of the Structure and Governance of Maryland Public Higher Education

The 1976 Session of the Maryland General Assembly enacted Senate Bill 347, which reorganizes the structure of postsecondary education in Maryland. Part of this legislation calls for the development of a comprehensive master plan for postsecondary education. The bill also provides postsecondary education with representation on the

Governor's Executive Council. Enactment of this legislation marks the end of three years of careful deliberation on the structure and governance of education in Maryland. Examples of the areas in which the new State Board will have responsibilities include: academic program approval, review of operating budgets and capital projects for higher education, approval and accreditation of all postsecondary institutions, establishment of guidelines for tuition and fees and for faculty and administrative salaries, and administration of the State's program of aid to non-public institutions of higher education.

Among the changes included in the reorganization of postsecondary education, perhaps academic program approval has received the greatest amount of attention by those whose concern has been principally - desegregation. The new Board has been given explicit authority to determine the approval and implementation of all academic degree level programs and, conversely, not approve academic programs which unnecessarily duplicate those in existence. The Council has revised its impact statement procedures which are used to determine the impact new programs will have on desegregation. It is also currently conducting a study of the unique programs offered by the Maryland higher education institutions as well as the extent of duplication among programs. The Council has also carefully reviewed academic program proposals and has held public hearings so that those who had comments, questions or objections might have the opportunity to be heard. The impact statement procedure, the duplication study, the careful review of all academic program proposals and, importantly, the new academic program approval authority will enhance the success efforts of the State to desegregate its public higher education institutions.

Courses of Action

The State's Second Annual Desegregation Status Report, the institutional desegregation status reports contained in this document, and the ongoing desegregation activities of the Council provide the basis for additional courses of action for the coming year. The following courses of action supplement the activities reported in Chapter II

of this Midyear Report.

FIRST, continue to give increased attention to the recruitment of minority and other-race graduate and professional school students. To this end the Council will support budget recommendations for increased other-race grants to graduate and professional school students.

SECOND, continue the Central Placement Bureau candidate and vacancy listings but expand the distribution of the listings from once a year to a per-semester basis; increase attention to the preparation by the institutions of their Affirmative Action Plans; provide technical assistance to the institutions regarding Title IX regulations.

THIRD, establish delivery systems of information to high school seniors regarding postsecondary education opportunities. The Council has such a program now; however, various themes may be emphasized to attract specific sub-groups of students, e.g., honors students.

FOURTH, expand on or develop new special studies, e.g., retention studies, performance studies and racial projection studies.

FIFTH, continue support for increased financial assistance to community college students.

CHAPTER II

SUMMARY OF DESEGREGATION ACTIVITY OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION

On behalf of the State of Maryland the Council has continued to coordinate and monitor the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, and to implement programs designed to further the State's desegregation progress. This chapter summarizes activities of the Council since the First Midyear Desegregation Status Report was submitted to the Office for Civil Rights, DHEW, in August 1975.

I. NEW STATE BOARD FOR HIGHER EDUCATION

In its January 1976 Annual Report and Recommendations to the Governor and General Assembly, (Appendix B), the Council made a series of recommendations related to restructuring the governance of higher education in the State. Senate Bill 347, which creates a new State Board for Higher Education, was enacted by the Maryland General Assembly during the final days of the 1976 Regular Session. Passage of this legislation marks the culmination of an extensive study of the State's educational system, which began on January 1973 when the Governor appointed a 27-member Study Commission on the Structure and Governance of Education in Maryland. This Commission, which was chaired by Leonard H. Rosenberg, delivered its Final Report to the Governor in May 1975. Subsequent to the receipt of this Report, the Governor appointed a Task Force chaired by Alan M. Wilner, to evaluate the proposals contained in this document. Senate Bill 347 (Appendix C) implements the Wilner Task Force's recommendations regarding higher education.

The eleven member State Board for Higher Education created by this piece of legislation will coordinate the State's higher education institutions and agencies. Examples of the areas in which the new State Board will have responsibilities include: academic program approval, review of operating budgets and capital projects for higher education,

approval and accreditation of all postsecondary institutions, establishment of guidelines for tuition and fees and for faculty and administrative salaries, and administration of the State's program of aid to non-public institutions of higher education. The lay members of the State Board for Higher Education will receive assistance from a nine member Segmental Advisory Committee, which will draw representation from the major components of the State's postsecondary education network. In addition, the State Board may appoint advisory committees representing faculty, students, and other groups in the higher education community.

II. DESEGREGATION IMPACT STATEMENTS

The Council sponsored a series of meetings of appropriate personnel from the public postsecondary education institutions and segment boards to develop criteria and procedures which would be both acceptable and workable for all the institutions in assessing the potential impact on desegregation of new degree programs and facilities. Personnel from concerned State agencies were also consulted. As a result of the meetings, impact statements, guidelines and procedures (Appendix D-1 and D-2) were agreed upon by all participants and distributed by the Council to the segment boards in January 1976. The new desegregation impact statement guidelines represent a refinement of the procedures discussed in the First Midyear Desegregation Status Report. A consistent Statewide approach, developed by mutual cooperation, is now in effect.

III. NEW ACADEMIC PROGRAMS AND FACILITIES REVIEW

A. PROGRAMS

The staff of the Maryland Council for Higher Education and the Council's Coordination and Review Committee examined all proposals for new academic programs in Maryland's institutions of public postsecondary education for their potential impact on the State's desegregation efforts. The following factors were considered in reviewing the program proposals:

a) Impact on comparable or similar programs, if any, at other public higher education institutions in the State.

b) Current racial composition of full and part-time student enrollment at the proposing institution, and 1980 projected racial composition.

c) Racial composition of similar programs offered by public higher education institutions.

d) Availability of financial aids at the proposing institution.

In turn, the Council's Coordination and Review Committee presented its recommendations regarding the proposed programs for January 1976 implementation. The Council favorably endorsed the following programs at public institutions for January 1976 implementation.

ENDORSED BY THE COUNCIL IN OCTOBER 1975:

Salisbury State College	Psychology	M.A.
University of Baltimore	Economics	M.S.

While reviewing proposals for new academic programs, the Council's Coordination and Review Committee followed strict self-imposed standards in regard to duplication of programs and possible desegregation impact. The Committee deferred recommending several proposals until more complete pertinent desegregation impact information was submitted. The Committee presented academic programs before the Council for endorsement at the Council's regular meetings on February 6, March 5, and April 2, 1976. A public Committee meeting was announced to all presidents of Maryland public and private institutions of higher education and to all segment boards. The meeting was held on March 24, 1976 to hear comments, positive or negative from any interested persons. Dr. Glenwood C. Brooks, Jr., Chief, Equal Postsecondary Education also attended this meeting.

Following is a listing of the academic programs for public postsecondary education institutions which were recommended for endorsement by the Maryland Council for

Higher Education for September 1976 implementation.

ENDORSED BY THE COUNCIL IN FEBRUARY 1976:

Community Colleges

Allegany Community College	Media Technology	A.A.
Catonsville Community College	Materials Management	A.A.
Dundalk Community College	Photograph	A.A.
Dundalk Community College	Accounting	A.A.
Essex Community College	Court & Conference Reporting	A.A.
Harford Community College	Photography	Certificate

State Colleges

Frostburg State College	Philosophy	B.A.
Frostburg State College	Recreation	B.S.
Frostburg State College	Biology	M.S.
Frostburg State College	Wildlife Management	M.S.
Frostburg State College	Fisheries Management	M.S.
Salisbury State College	Nursing	B.S.
University of Baltimore	Accounting	M.S.

ENDORSED BY THE COUNCIL IN MARCH 1976:

Community Colleges

Catonsville Community College	Real Estate	A.A.
Community College of Baltimore	Emergency Medical Service	A.A.
Community College of Baltimore	Gerontology	A.A.
Community College of Baltimore	Operating Room Technician	Certificate
Community College of Baltimore	Computer Science	A.A.
Frederick Community College	Bio-Medical Laboratory Tech.	A.A.
Frederick Community College	Administration of Criminal Justice	A.A.

Community Colleges

Garrett Community College	Maintenance Technology	A.A.
Hagerstown Junior College	Emergency Medical Services	Certificate
Harford Community College	Broadcasting	A.A.
Harford Community College	Real Estate Sales	Certificate
Harford Community College	Retail Management	A.A.
Prince George's Comm. College	Nuclear Medicine Technician	A.A
Prince George's Comm. College	Medical Record Technician	A.A.
Prince George's Comm. College	Respiratory Therapist	A.A.
Wor-Wic Tech Community College	Secretarial Science	A.A. & Certificate
Wor-Wic Tech Community College	Law Enforcement	A.A. & Certificate
Wor-Wic Tech Community College	Retail Management	A.A. & Certificate
Wor-Wic Tech Community College	Hotel-Motel Management	A.A. & Certificate
Wor-Wic Tech Community College	Business Management	A.A. & Certificate
Wor-Wic Tech Community College	Accounting	A.A. & Certificate
Wor-Wic Tech Community College	Arts and Sciences	A.A.

State Colleges

Frostburg State College - Wildlife-Fisheries Management - B.S. Degree

ENDORSED BY THE COUNCIL IN APRIL 1976:

Community Colleges

Charles County Community College	Horticulture	Certificate
Community College of Baltimore	Special Education Assistant in Speech & Hearing Disorders	A.A. & Certificate
Essex Community College	Animal Science Technician	A.A.
Hagerstown Junior College	Management	A.A.
Howard Community College	Vision Care Technician	A.A.

State Colleges

Towson State College	Health Science	M.S.

University of Maryland

University of Maryland Baltimore County	Visual & Performing Arts	B.A.
	Instructional Systems Development	M.A.

B. FACILITIES

During the period of this report the Council recommended State support for two new facilities, related to academic programs, for public postsecondary institutions. They are:

Physical Education Building - Cecil Community College

Humanities/Classroom/College Services Building - Dundalk Community College

IV. OTHER RACE GRANTS PROGRAM FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

The State has appropriated funds in the amount of $60,000 for an Other-Race Grants Program for Graduate and Professional School students. This program is designed to attract graduate and professional degree students to institutions where theirs is the minority race and will be implemented for the 1976-77 academic year. Distribution of the grants to the segments was determined by the Council's Desegregation Committee to approximate the percentage of other-race, full-time graduate student enrollment and to reflect the relative need for monies to recruit other-race students. The Grants will be distributed among the institutions as follows:

University of Maryland	$32,000 (53%)
State Colleges	20,000 (33%)
Morgan State University	8,000 (13%)

With an average grant of $1000, at least 8 students at Morgan, 20 among the State Colleges, and 32 students at the University of Maryland will benefit from the Other-Race Grants Program. Eligible students will be those who plan full-time studies, meet Maryland residency requirements and have demonstrated financial need.

The segment boards and their institutions at the request of the Council, have developed additional criteria for the selection of recipients of the grants, as well as a procedure for financial controls and provisions to assure that none of the funds will be unused (Appendix E-1, E-2, E-3). It is expected that this program will be as effective in attracting other-race graduate and professional school students as the program for undergraduate students which went into affect in Fiscal Year 1971.

V. OTHER-RACE INTERNSHIP PROGRAM FOR GRADUATE AND PROFESSIONAL STUDENTS

This program for which the State has provided $120,000 to the Council in Fiscal Year 1977 is designed to increase the number and, in turn, representation of minority/other-race faculty and administrators among the State's public postsecondary education institutions. (Appendix F). Disciplines and administrative areas where the institutions have experienced the greatest difficulty in hiring other-race personnel have received priority in placement of the internships. While the institutions have indicated that minority and other-race faculty are needed in the Physical and Natural Sciences and Mathematics, all of the institutions reported needs for other-race people in other areas. Some institutions, for example, reported a need for other-race faculty in fields such as psychology, philosophy, etc. The institutions reported administrative priority needs also; these varied by institution. It is expected that the majority of recipients of the internships will be at the doctorate candidate level with much of their course work completed, so they will be available for full-time employment in Maryland upon completion of their internships. Twelve internships of $10,000 will be awarded for the 1976-77 academic year.

Nominees for the internship appointments have been requested from the institutions offering graduate courses; final recommendations for recipients are being made by the Council's Desegregation Committee. The interns become employees of the institutions for a one-year period.

Administrative and supervisory arrangements are handled by the institutions. The interns must agree to the full-time employment requirements of the host institutions and sign a contract of intent to fulfill their 12-month obligations. They must meet Maryland residency requirements and other criteria set forth by the host institutions. Results of the Internships Program will be monitored by the Council, in cooperation with the institutions and interns, to determine the program's effectiveness.

VI. CENTRAL PLACEMENT BUREAU

The Central Placement Bureau is a voluntary service designed to assist institutions in the recruitment of other-race candidates for faculty and administrative positions, and to inform potential applicants of positions available at Maryland's public post-secondary institutions. The Central Placement Bureau collects applications from persons seeking employment in faculty or administrative fields (Appendix G-1, G-2) and compiles the information about these applicants into listings which are forwarded to the institutions. Information on current vacancies is requested from the institutions; composite listings of vacancies are sent to the institutions for posting. The Central Placement Bureau published and distributed first listings of candidates and vacancies in April 1976. One hundred twenty five candidates for faculty and 120 administrative and staff positions were listed. Thirty-three current vacancies were reported by the institutions.

NUMBER OF APPLICANTS DESIRING FACULTY POSITIONS

	Black	Asian, Hispanic	White	Unknown	Total
Male	17	11	35	2	65
Female	11	0	48	1	60
Total	28	11	83	3	125

NUMBER OF APPLICANTS DESIRING ADMINISTRATIVE/STAFF POSITIONS

	Black	Asian, Hispanic	White	Unknown	Total
Male	22	9	28	1	60
Female	8	1	51	0	60
Total	30	10	79	1	120

NUMBER OF VACANCIES REPORTED BY INSTITUTIONS

	ADMINISTRATIVE/ STAFF	FACULTY	TOTAL
Community Colleges	7	10	17
State Colleges	2	5	7
University of Maryland	3	6	9
Total	12	21	33

The Southern Regional Education Board's Faculty Data Bank candidate listings are also sent to the institutions four times annually.

VII. FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM

Representatives from the segment boards and institutions participated with the Council in the design of this program which provides a mechanism for institutions to mutually agree to exchange other-race faculty and administrators. Participation in the program is voluntary on the part of the institutions, faculty and administrators. The purpose of the exchange program is to increase inter-race experiences between students, faculty and administrators and, by these experiences, to enhance understanding and awareness of other-race life styles and cultures. The Council, in cooperation with representatives of the segments and institutions, has prepared an application for persons interested in participating in the exchange (See Appendix H). The forms have been distributed to the institutions and the completed applications will be forwarded back to the Council in October, 1976. The Council will cross-match the exchange applicants in order to place them in other-race host institutions. When a reciprocal exchange placement has been arranged, the candidate will be contacted and his/her interest determined. If the proposed host institution is agreeable to him/her the administrative details will be worked out by the home and host institutions. Appointments must be for a minimum of one semester. Participants will receive a $1,000 stipend and reimbursement of travel

expenses incurred as a result of their participation in the Program. The candidates must agree to conditions for the exchange which are required by their home institution. So that the Council may assess the results of the Exchange Program, the host institution will request the exchange participant to prepare a brief report for the Council's use. The first exchange appointments are planned for the Spring semester of the 1976-1977 academic year.

VIII. ARTICULATION OF POSTSECONDARY EDUCATION OPPORTUNITY FOR MINORITY AND OTHER-RACE STUDENTS

The Maryland Desegregation Plan called for the establishment of an Inter-Agency Task Force to promulgate guidelines and procedures to facilitate counseling services for minority-group students in secondary schools that would maximize "other-race" application patterns among the colleges. A copy of the Task Force Report accompanied the State's First Annual Desegregation Status Report, February, 1975. In response to the biracial Task Force's recommendations, the Council and the State Department of Education have cooperated in the development of postsecondary education opportunity information which will be distributed to an estimated 50,000 high school seniors in early fall of 1976. Hich school county guidance supervisors will be convened for a statewide meeting sponsored by the Board of Education prior to or shortly after opening of the fall term. The purpose of the meeting will be to explain the information materials and discuss particulars. The information materials are intended to encourage students to select colleges or vocational/technical schools based on program offerings rather than on racial composition of the institution. The State Department of Education will poll the county guidance supervisors in the spring of 1977 for comments regarding the support of the information materials from counselors at the local school level and, similarly, will ask the counselors to informally poll students. In addition, fall 1977 enrollments at the State's public postsecondary education in-

stitutions will be analyzed by the Council to ascertain any significant changes in "other-race" enrollment patterns.

The information packet has been written in an informal, student-oriented style and contains a sampling of the wide range of programs offered in the State's postsecondary education institutions, brief descriptions of financial aids available, maps that show where the schools are located, and whom to write to for more information. For the students' convenience, the information packet also contains four printed postcards which the students can tear out and mail for further information. One postcard is postpaid.

The State Department of Education, and the Maryland Council for Higher Education have shared in the development of this program and have agreed to share in under writing its cost. (A replica of the information materials and letters of endorsement from the State Department of Education and the Maryland Council for Higher Education are attached as Appendix I-1, I-2 and I-3).

IX. STUDY OF RETENTION AND PROGRESSION OF FULL-TIME, FIRST YEAR UNDERGRADUATE STUDENTS BY RACE IN MARYLAND'S PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS

The Maryland Council for Higher Education began collecting data on student retention and progression rates by race in fall 1975. Retention, for the purposes of this study, is defined as the rate at which students who were enrolled as full-time first-year undergraduate students in fall 1974 returned to the reporting institution in each consecutive fall, beginning with fall 1975. Progression refers to the rate at which these students accumulate credit hours towards the goal of graduation.

In the first year of this study, all public colleges and universities were requested to provide information on the number of 1974 full-time first year undergraduate students who returned to the reporting institution in fall 1975, and the numbers of these returning students who advanced to second year status or who remained in first year status, as determined by the credit hours accumulated in their first year of study. For those students who did not return in fall 1975, institutions

were asked to identify two categories of reasons for not returning; academic failure and other reasons.

The conclusions that can be drawn from this study are limited by the nature of the data being collected. Retention, according to the above definition, refers to students returning to the same institution they were enrolled in one year earlier. Therefore, students who may have transferred to another institution to continue their studies are not included. Also, students who chose not to enroll during fall semester, 1975, but who return at a later date, are not included. The retention rates reported from this study, therefore, apply only to students who remain in the same institution, and continue to enroll during consecutive fall semesters.

The accuracy of the progression rates reported in this study is limited by the varying methods institutions used to identify students for this study. In some cases, only those students who entered as full-time freshmen for the first time in fall 1974 were reported; other institutions, however, reported all freshmen enrolled fall 1974, whether or not they had ever been enrolled prior to that time. Data are not available on the number of 1974 first year students in the study who had begun earning credits prior to fall semester 1974. However, the general patterns of black and white student progression rates discussed in this report are consistent at the majority of reporting institutions; therefore, it is assumed the general conclusions drawn are reliable. Any discrepancies among institutions are noted in the following discussion.

Usable data for the first year of this study were received from 15 of 17 community college campuses, all eight state four year college/university campuses, and all four University of Maryland campuses which had first year undergraduate enrollment in 1974. These data represent one predominantly black and 14 predominantly white community college campuses, three predominantly black and 5 predominantly white state college campuses, and one predominantly black and three predominantly white University of Maryland campuses. In the comparisons that follow, five predominantly black campuses are being compared to 22 predominantly white campuses.

RETENTION RATES

Table 1 illustrates the percentages of 1974 full-time enrollees who returned or did not return to the reporting institutions in fall 1975. It also shows percentages of the base year students who advanced to second year status or remained in first year status, and the percent who did not return for academic reasons or other reasons. Institutions providing data reported 17,033 white students and 4,960 black students enrolled as full time first year students in fall 1974. A high percentage of these students returned to the reporting institutions in fall 1975: 74% of black students returned, and 71% of white students returned. Twenty-six percent of black students and twenty-nine percent of white students did not return.[1] Both black and white students show a higher rate of returning to institutions with a student body composed predominantly of their own race. The percentage of black students returning to predominantly black institutions (76%) is lightly higher than the percentage returning to predominantly whtite institutions (70%). Similarly, the percentage of white students returning to predominantly white institutions (71%) is higher than the percentage returning to predominantly black institutions (66%).

[1] Comparable data were reported by El-Khawas and Bisconti, "Five and Ten Years After College Entry", ACE Research Reports, Vol. 9, No. 1, 1974. These authors found that 20% of freshmen ended their studies within the first year. The ACE Study did not exclude transfer students, which may account for much of the difference between the attrition rate they reported and the w8% attrition rate reported in this study

TABLE 1

Retention, Progression, and Reasons for Not Returning in Fall 1975 for Full-Time First Year Undergraduate Students Enrolled Fall 1974

	All Campuses		Predominantly Black Campuses		Predominantly White Campuses	
	Black Students	White Students	Black Students	White Students	Black Students	White Students
Number Full-time 1st Year Students Enrolled Fall 1974	4,960	17,033	3,119	611	1,841	16,422
Number Returning Fall 1975	3,665	12,101	2,383	400	1,282	11,701
% Returning:	73.8	71.0	76.4	65.5	69.7	71.2
% advanced to second year status	(28.1)	(39.7)	(32.0)	(45.2)	(21.6)	(39.5)
% remained 1st year status	(44.6)	(26.9)	(44.4)	(20.3)	(45.0)	(27.1)
% status unknown	(1.1)	(4.4)	-	-	(3.1)	(4.6)
Number of students not Returning	1,295	4,932	736	211	559	4,721
% not Returning	26.1	29.0	23.6	34.5	30.4	28.7
% academic failure	(6.0)	(3.4)	(5.8)	(9.3)	(6.4)	(3.1)
% other reasons	(16.9)	(25.4)	(12.8)	(20.1)	(24.0)	(25.6)
% reasons unreported	(3.2)	(.2)	(5.0)	(5.1)	-	-

PROGRESSION RATES

While the rate at which black and white freshmen return to the same institution after their first year of study is similar, a difference exists in the rates of advancement to second year (sophomore) status. Advancement in status is determined by the number of credit hours accumulated; the average credit hours carried by undergraduate students is 15 hours per semester. A student would have to accumulate 30 semester hours in the first year of study to be considered as advanced to second year status. Any student accumulating less than 30 semester hours in the first year would be considered as remaining in first year status.

Table 2 indicates that black students are accumulating credit hours at a slower rate than white students in the public institutions: 38% of the black students advanced to second year status, whereas 56% of white students advanced. While all of the 22 predominantly white campuses reported a pattern of black students advancing at a slower rate than white students, two of the five predominantly black campuses were exceptions to this pattern. These two campus reported higher advancement rates for black students than for white students. All the campuses varied widely in the rates of advancement for both black and white students: the advancement rates for black students ranged between 7% and 88% of the total number of black students returning to campus; the advancement rates of white students ranged between 10% and 100% of the total number of white students returning to campus. The reader is cautioned, therefore, that the figures presented in Table 2 are statewide aggregates, and that individual institutions varied widely in their reported advancement rates for black and white students. The general pattern of higher advancement rates for white students than for black students is evident at the majority of campuses; individual campuses vary widely in advancement rates reported for black and white students.

TABLE 2

Progression Rates for 1974 Enrollees Who Returned Fall 1975

	All Colleges		Predominantly Black Colleges		Predominantly White Colleges	
	Black Students	White Students	Black Students	White Students	Black Students	White Students
Number Students Returning Fall 1975	3,665	12,101	2,383	400	1,282	11,701
% Advanced to 2nd year status	38.1	55.9	41.9	69.0	31.0	55.4
% Remained 1st year status	60.4	37.8	58.1	31.0	64.6	38.1
% Status Unknown	1.5	6.3	-	-	4.4	6.5

REASONS FOR STUDENTS NOT RETURNING

Table 1 illustrated that 26% of black students and 29% of white students did not return to the reporting institutions. Six percent of the 1974 black enrollees did not return for reasons of academic failure, as compared to 3% of white students; 17% of 1974 black enrollees did not return for other reasons, compared to 25% of white students.

Table 3 illustrates the percentages of students who did not return that institutions reported under the categories of "academic failure" and "other reasons." Twenty-three percent of non-returning black students and 12% of non-returning white students were reported as having failed academically.

The largest proportions of students not returning to the reporting institutions do so for reasons other than academic failure: 65% of non-returning black students and 88% of white students did not return for other reasons. Caution must taken in interpreting these figures because of the relatively large percentages of students not reported according to these two categories of reasons for not returning. This note of caution applies particularly to the predominantly black

campuses, where 21% of black non-returning students and 15% of white students were not included in these categories.

TABLE 3

Reasons for Students Not Returning Fall 1975

	All Campuses		Predominantly Black Campuses		Predominantly White Campuses	
	Black Students	White Students	Black Students	White Students	Black Students	White Students
Number Students not returning Fall 1975	1,295	4,932	736	211	559	4,721
% Academic Failure	23.1	11.6	24.6	27.0	21.1	10.9
% Other Reasons	64.8	87.8	54.1	58.3	78.9	89.1
% Reasons Unreported	12.1	.6	21.3	14.7	-	-

It was noted under the discussion of retention that black students appear to return to predominantly black campuses at a higher rate than to white campuses; similarly, white students seem to return to predominantly white campuses a higher rate than to predominantly black campuses. Table 1 also illustrates the converse of this pattern: black students tend to leave predominantly white campuses at a higher rate than predominantly black campuses, and white students tend to leave predominantly black campuses a higher rate than predominantly white campuses. Table 3 indicates that the largest proportions of these students are leaving for reasons other than academic failure.

SUMMARY

The data reported by public institutions in the first year of the Student Progression study indicates some general patterns of retention and progression for fall 1974 black and white freshmen who returned to the reporting institutions in fall 1975. Generally, black and white students return to the same institutions at similar rates: 74% of black freshmen returned in fall 1975, compared to 71%

of white freshmen. However, differences appear to exist in the number of credit hours being accumulated during the first year of study: black students are accumulating credit hours at a slower rate than white students.

The percentages of black and white students not returning to the reporting institutions are similar: 26% of black students did not return as compared to 29% of white students. A higher percentage of the 1974 black enrollees did not return for academic reasons than white students (6% compared to 3%). However, most students did not return for reasons other than academic failure. This study made no attempt to ascertain what these other reasons might be. There appears to be a tendency for white students to choose to leave predominantly black campuses at a higher rate than predominantly white campuses, and for black students to leave predominantly white campuses at a higher rate than predominantly black campuses.

X. STUDY OF THE IMPACT OF THE ACADEMIC PROGRAM OFFERINGS ON THE RACIAL COMPOSITION OF STUDENT ENROLLMENTS

On January 22, 1976 the Committee to Study the Extent of Duplication of Academic Programs in the Maryland Public Higher Education Institutions met with the Lieutenant Governor of the State of Maryland to discuss its responsibility. The Lieutenant Governor pointed out that the State as part of its obligation to carry out the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State should examine the academic programs offered by the Maryland higher education institutions and determine what impact, if any, these may have on desegregation. To that end, the Maryland Council for Higher Education will complete a study of the duplication of academic programs by July 1976. The Maryland Council for Higher Education has stated as a matter of policy that programs which unnecessarily duplicate existing ones will not be approved and that unwarranted duplication is undesirable. Below is an interim report of the Committee.

The Committee has identified 83 unique academic programs, these are programs offered at a single Maryland higher education institution; and the Committee has also identi-

fied academic programs which are duplicated by two or more Maryland higher education institutions. The Committee found that minimal duplication of academic programs exists among the institutions in the geographical regions in which they are located. The geographical regions are identified as: the Baltimore Metropolitan area, Eastern Maryland, Southern Maryland, Western Maryland and the Washington Metropolitan area. Five public four-year institutions are located in the Baltimore area: Coppin State College, Morgan State University, Towson State College, the University of Baltimore and the University of Maryland, Baltimore County. The extent of duplication is moderate, for example, only English and History are offered by all five Baltimore area institutions, only Economics and Sociology are offered by four Baltimore area institutions and so on. The Master's degree programs in Elementary Education, Reading and Music Education are duplicated only by Morgan State University and Towson State College. The extent of duplication of academic programs within the other four geographical regions exist to a lesser extent than that of the Baltimore region. The Eastern Shore institutions are Salisbury State College and the University of Maryland Eastern Shore, and the Washington Metropolitan institutions are Bowie State College and the University of Maryland, College Park. Frostburg State College, in Western Maryland and St. Mary's State College in Southern Maryland are the only four year institutions in their areas. Each of the seventeen community colleges is located in a different Maryland County, thus duplication of two year level programs is minimal.

The extent to which unique academic programs and duplicative academic programs attract other-race students was examined. The Committee found that unique academic programs did not attract other-race students in higher proportions than that of other-race students enrolled at the institutions. Thus, the ability of unique academic programs to attract other-race students is not substantiated by the available data. Specific subject fields within each program, e.g., Elementary Education within Education was also examined. Black students in predominantly white institutions

and in predominantly black institutions chose similar subject fields.

As a result of this preliminary examination the Committee will recommend programs which should not be further duplicated within each geographical region and level. Additionally, the Committee will identify programs offered in the private higher education institutions and will determine the extent to which these impact on desegregation.

The Committee has established procedures for the careful review of proposed desegregation impact of academic programs. The Council has revised its Program and Facilities Impact Statement Procedures (Appendix D-1 and D-2); these are used for review of the proposed programs and facilities in terms of desegregation impact. The impact statement procedures, careful review of proposed academic programs, and the current duplication study will enhance the efforts of the State to desegregate its higher education institutions.

XI. ASSESSMENT OF RECRUITMENT STRATEGIES FOR OTHER-RACE GRADUATE AND PROFESSIONAL SCHOOL CANDIDATES

Institutional and segmental representatives cooperated with the Council in developing a format to compile a Statewide Recruitment Strategies report for use by the public graduate and professional schools in Maryland (Appendix J). This report is planned for distribution in summer 1976 to the appropriate segment boards and institutions. It is expected that efforts in the recruitment of other-race graduate and professional school students will be improved and increased as a result of the report.

XII. SECOND ANNUAL DESEGREGATION STATUS REPORT

The Council has prepared the State's Second Annual Desegregation Status Report, for transmittal to the Governor of the State of Maryland, consisting primarily of data collected from the institutions and segment boards.

XIII. IMPROVING POSTSECONDARY EDUCATIONAL PROGRAM OPPORTUNITIES FOR MINORITY GROUP STUDENTS IN MARYLAND: A MODEL PROCEDURE FOR COUNSELOR EDUCATION

The Maryland Council for Education submitted to the Office of Education in March 1976, a proposal for federal funds to carry out a model for counselor education. The purpose of the model is to bring about improved postsecondary education program opportunities for minority group students in Maryland. The Office of Education will announce its decision to fund or not fund the proposal in July 1976.

PROPOSAL ABSTRACT

Problem Addressed. -- Throughout the history of higher education in Maryland, race has been a dominant factor in students' selecting postsecondary programs and institutions. The effects of race; the impeding norms, values and attitudes of society; the lack of knowledge and training of secondary and postsecondary counselors; and shortage of incentive resources are major problems of the postsecondary community which impinge on the selection process used by potential students. One major result of the selection process has been a few predominantly minority group institutions with limited programs for minority group students. No statewide program has been developed by the postsecondary community to change the selection process which would help expand program opportunities for minority group students, while encouraging majority students to attend "other race" programs.

Specific Objectives -- The Maryland Council for Higher Education and the State Department of Education seek to develop and implement a model procedure to enhance secondary and postsecondary counselor background and training, improving the selection process for potential minority group and "other-race" students. Ultimately, the proposed model procedure is aimed at assisting minority and "other-race" students in the State to choose institutions of higher education based specifically on their occupational and professional needs, rather than on race, at the same time preserving student freedom in the selection of an institution.

Proposed Activities -- Statewide meetings of secondary and postsecondary counselors will be held throughout the State. These counselors will be provided background and training which will help them in counseling minority group and potential "other-race" students. Concurrently with these meetings, minority group students and parents will be mailed carefully designed information on institutions, entrance requirements, financial aid, and program opportunities with return forms which will go directly to postsecondary institutions.

Impact -- Together, counselor training and the large scale dissemination effort to potential postsecondary students will increase the total number of minorities going on to higher education, expose the opportunity for majority students to attend minority schools, and in the long run change values and attitudes of all groups which will help equalize educational opportunities in the State.

XIV. CONSORTIUM FOR INTER-INSTITUTIONAL PROGRAMS

In December 1976, the Council's Executive Director and its Chief, Equal Postsecondary Education, sponsored a meeting of college presidents, chancellors and administrators to develop the final draft of a preliminary proposal for Federal funding of a Consortium for Inter-Institutional Programs for Postsecondary Education in the State. The Consortium includes the University of Maryland Baltimore City and three predominantly black 4-year public institutions; Bowie State College, Coppin State College and Morgan State University. The objective of this Consortium is to increase the number of black student enrollment and graduation from UMAB's professional schools. The Consortium proposal was received in March 1976 by the Office of Education, DHEW, and was given preliminary approval. It is currently under consideration for final approval.

XV. OTHER ACTIVITIES RELATED TO DESEGREGATION

Over the period covered in this Midyear Desegregation Status Report the Council and staff have sponsored or participated in numerous meetings related to desegregation

and programs to implement provisions of the State's Desegregation Plan. For example, the Council's Chief, Equal Postsecondary Education and the Lieutenant Governor of Maryland met with the State's NAACP representatives to discuss issues of special concern to them and the black community. In April 1976 the Chief, Equal Postsecondary Education, sponsored a meeting of community college presidents to assist them in the preparation of their institutions' midyear desegregation status reports. The staff has participated in a number of conferences and has addressed several regional conferences on issues related to desegregation.

XVI. SUMMARY OF SELECTED LEGISLATION ACTED ON BY THE 1976 GENERAL ASSEMBLY

Legislation passed during the 1976 Session will redesignate the Board of Trustees of State Colleges as the Board of Trustees of the State Universities and Colleges (Senate Bill 1037). This same bill permits Towson State College to assume university status contingent upon its having met criteria established by the new State Board for Higher Education.

Through the enactment of House Bill 1444, the General Assembly has provided a means to enhance the quality of educational offerings by creating an Eminent Scholar Program which will assist public institutions in attracting high caliber professors. Senate Joint Resolution 44, which requests the Department of Education to create a Statewide College Placement Program is representative of numerous efforts currently underway to improve articulation between elementary/secondary and postsecondary educational programs. Articulation should be bolstered greatly, it should be noted, by the Education Coordinating Committee which is established in Senate Bill 347 and House Bill 973 for the purpose of coordinating the efforts of the State Board of Education and the new State Board for Higher Education.

The General Assembly failed to pass major scholarship reform legislation. The Council has consistently recommended that the State's various student financial assistance programs should be reorganized into a unified system which would utilize a package approach to provide aid to students who meet established need criteria. The General Assembly also failed to enact legislation implementing charge-back, a concept which the Council has supported for several years, as well as legislation making other-race grants available to community college students. We might also note that the Legislature did not choose to enact any of the several bills aimed at changing the formula used in providing State aid to community colleges. Many of the concerns which prompted the filing of these bills will be addressed in the Council's comprehensive study of higher education finance, which is scheduled for completion later this summer.

House or Senate Bill # or Joint Resolution	Synopsis
Senate Bill 1037 - Enacted by the General Assembly and signed by the Governor	Provides for the Board of Trustees of State Colleges to be designated the Board of Trustees of the State Universities and Colleges and that Towson State College become Towson State University contingent upon its having met the criteria for name-change established by the State Board for Higher Education.
House Bill 1444 - Enacted by the General Assembly and signed by the Governor	Higher Education - Faculty Establishing an Eminent Scholar Program for Associate and Full Professors who have achieved national eminence in their disciplines in Maryland's public higher education institutions.

Senate Joint Resolution 44 Enacted by the General Assembly and signed by the Governor	Statewide College Placement Program Requesting the State Department of Education to develop a Statewide College Placement Program to assist students in selecting institutions of higher education in Maryland; and providing for a director for the program.
Senate Bill 347 and House Bill 973 Enacted by the General Assembly and signed by the Governor	Structure and Governance Revising the structure and governance of postsecondary education in the State; creating a State Board for Higher Education and providing for its composition, functions, and duties, and creating an Education Coordinating Committee, and providing for its composition, function and duties; changing the composition and terms of the Board of Trustees of the State Colleges and the State Board for Community Colleges.
Senate Bill 891 - Enacted by the General Assembly but vetoed by the Governor	Higher Education - Scholarships Requiring unused or refunded scholarship funds to be retained by the State Scholarship Board.
House Bill 4 - Legislation not enacted	Student Financial Assistance Program Creating the Maryland Student Financial Aid Board for the administration of the financial aid programs to replace the

Senatorial Scholarship Program, House of Delegates Scholarship Program, General State Scholarship Program and the Teacher Education Tuition-Waiver Program.

Senate Bill 391 - Legislation not enacted

Student Financial Assistance Program

Creating the Maryland Student Financial Aid Board for the administration of the financial aid programs to replace the Senatorial Scholarship Program, House of Delegates Scholarship Program, General State Scholarship Program and the Teacher Education Tuition-Waiver Program.

House Bill 62 - Legislation not enacted

Charge Back

Providing for the State to pay non-resident fees for students attending community colleges outside their place of residence.

House Bill 41 - Legislation not enacted

Community College "Other-Race" Grants

Providing direct financial assistance as provided in the budget for "other-race" students attending the State's public community colleges and that the administration of this fund and the criteria for distribution be established by the State Board for Community Colleges.

XVII ADDITIONAL MCHE RECOMMENDATIONS NOT REQUIRING LEGISLATIVE ACTION

The Council recommended in its 1976 Annual Report that funds be provided to the Council for the development and implementation of desegregation programs requiring coordination at the Statewide level. Funds were provided for this purpose and are discussed in Chapter III.

CHAPTER III

FUNDS AND PERSONNEL APPROPRIATED IN FISCAL 1977 BY THE MARYLAND GENERAL ASSEMBLY FOR IMPLEMENTATION OF THE STATE'S DESEGREGATION PLAN

SELECTED COMPARATIVE DATA

A. Maryland Council for Higher Education

For Fiscal 1977, the Council requested funds for various Statewide programs to supplement the segmental and institutional desegregation efforts. In order to avoid duplicative funding requests and effort, the Council advised the segments and institutions of the programs for which funding was being sought, and received their endorsement and support for the programs.

The following indicates the programs for which funds were requested and appropriated. These programs are described in Appendix K of The First Midyear Desegregation Status Report, August 1975.

MCHE Priority	Proposed Program	Requested	Appropriated for FY 1977
1	Minority/Other Race Internships	$180,000	$ 120,000
2	Grad./Prof. School Student Grants	180,000	60,000
3	Counseling and Recruitment	25,871	xxx
4	Pre-Admissions Visitation	54,200	xxx
5	Financial Aid Dissemination	4,600	xxx
6	Faculty Placement Bureau & Exchange	19,400	19,400
7	Work Co-op	6,400	xxx
	Total	$470,471	$ 199,400

Funds for the Internships and Grants programs, amounting to $180,000 will be distributed by the Council to the public higher education institutions. The process for selection of recipients for the grants and internships is now underway. Funds for the Faculty Placement Bureau and Exchange will be utilized by the Council to administer that program.

In addition to funding for the Statewide programs, the Council requested and has been appropriated, for FY 1977, additional monies for operating and other expenses directly related to implementation and monitoring of the State's Desegregation Plan and preparation of progress reports for the Office for Civil Rights.

The following table indicates the increased funds and personnel provided to the Council since FY 1975 when implementation of the Desegregation Plan commenced.

	FY 1975	FY 1976	FY 1977
Positions	4	6	6
Salaries and Wages	$57,126	$ 90,450	$ 93,503
Technical & Special fees	2,250	13,000	13,000
Operating Expenses	22,534	35,146	49,906
Total	$81,910	$138,596	$156,409
Deficiency Appropriation	xxx	32,965	xxx
Total	$81,910	$171,561	$156,409
Minority/Other Race Internships & Graduate/Professional School Grants			$180,000
Total FY 77 appropriated to MCHE			$336,409

The FY 1977 desegregation appropriation to MCHE represents an increase of 310.7% since FY 1975.

B. State Universities

The University of Maryland reports that appropriations for desegregation increased from $796,212 in FY 1976 to $953,971 in FY 1977, representing an increase of 19.8% in funding; this includes seven additional personnel. Morgan State University reports an appropriation of $221,397 in FY 1977 versus $211,125 in FY 1976; no additional personnel are provided for in FY 1977.

C. Board of Trustees of the Maryland State Colleges

In December '75, the Board's staff reported to the Council their estimates of what the six colleges under their governance had requested for desegregation for FY 1977. This information is shown under the "Staff Estimate" columns in the following table. However, there was a change in the FY 1977 budget instructions and format for the 4-year colleges. They were instructed to show desegregation for the first time as a separate activity in their budget requests and to include only personnel who would spend 50% or more of their time in that activity.

This has resulted in what appears to be significantly reduced desegregation allowances compared to estimated requests for several schools. Where in the past the Board has reported, for example, 10% of a financial aid officer's time under desegregation, it has not done so in FY 1977 because of the new budget instructions. The Council has been assured, however, that at a minimum the percentage of a financial aid officer's time shown under the "Staff Estimate" columns is spent working with other-race students. Also, there apparently were different interpretations of the budget instructions whereby some schools placed specific personnel and funding under the desegregation activity while others placed comparable items under other activities such as student services.

The Board reports a total appropriation of $1,423,457 for FY 1977 compared to $1,106,950 in FY 1976. This includes nine additional personnel in the Board's budget of whom eight will be assigned to the various campuses for academic support programs. It should be noted that the 1976 appropriation for the Board included an allowance

of $211,125 for Morgan which was under the Board's governance at that time.

D. Community Colleges

For Fiscal Year 1977 the majority of the State's community colleges were appropriated funds as requested for personnel and other desegregation-related costs. The State Board for Community Colleges also was appropriated what it requested.

* * * * * * *

Presented on the following pages, in table form, are desegregation funds and personnel requested and appropriated in FY 1977 for the State's public higher education institutions. The information was reported to the Council by the institutions or by their boards. FY 1976 information is contained in the State's First Midyear Desegregation Status Report, August 1975.

UNIVERSITY OF MARYLAND

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN FISCAL 1977
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION
PLAN

Institution	Item	PERSONNEL Requested	PERSONNEL Appropriated	DOLLARS Requested	DOLLARS Appropriated
University of Maryland College Park	Affirmative Action Officer		1*	$	$ 12,500*
	Assistant Director	2	2	27,000	27,000
	Counselor	9	9	108,500	108,500
	Graduate Assistant	3	3	9,300	9,300
	Human Relations	1	1	15,212	15,212
	Assistant Professor		2*		28,000*
	Personnel Officer III	1	1	14,506	14,506
	Office Secretary I	5	5	40,775	40,775
	Labor and Assistants				10,000
	Related Operating Expenses			2,209	14,709
	Financial Aid			188,190	188,190
	Total	21	24	405,692	468,692
University of Maryland Baltimore City Campus	Assistant Financial Aid Director	1	1	13,780	13,780
	Human Relations Specialist		1*		13,375*
	Integration Coordinator		1*		13,375*
	Office Secretary I		1*		7,721*
	Part-Time			35,000	42,529
	Related Operating Expenses			13,855	13,855
	Financial Aid Funds			116,465	126,465
	Other Race Grants			15,900	15,900
	Total	1	4	195,000	247,000
University of Maryland Eastern Shore Campus	Financial Aid			90,000	90,000

*These positions were not included in the University's original budget request for FY '77. They were asked for in a "Separate List" request to the Governor, and subsequently approved for inclusion in the University's FY '77 allowance.

Institution	Item	PERSONNEL Requested	PERSONNEL Appropriated	DOLLARS Requested	DOLLARS Appropriated
University of Maryland Baltimore County	Academic Advisor		1*	$	$ 14,079*
	Assistant	½	½	7,035	7,035
	Admissions Recruiter	1	1	13,300	13,300
	Director	2	2	35,932	35,932
	Specialist	3	3	39,468	39,468
	Account Clerk I	1	1	7,122	7,122
	Minority Graduate Fellowships			8,000	8,000
	Total	7½	8½	110,857	124,936
University of Maryland Cooperative Extension Service	Human Relations Officer		1		16,200
	University of Maryland Faculty Salary Increase, FY 1977				7,143
GRAND TOTALS, University of Maryland		30½	37½	817,749	953,971

* Included in "Separate List" request

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN FISCAL 1977
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION
PLAN

Institution	Item	PERSONNEL Requested	PERSONNEL Appropriated	DOLLARS Requested	DOLLARS Appropriated
Morgan State University	Integration Coordinator	1	1	$ 22,037	$ 22,037
	Integration Counselor	1	1	17,625	17.625
	Financial Aid Officer	.40%	.40%	7,191	7,191
	Office Supervisor	1	1	10,794	10,794
	Supportive Costs			3,600	3,750
	Other Race Grants			160,000	160,000
	*Other Race Grants			175,000	
	TOTAL	3.40	3.40	396,247	221,397

*Supplemental Budget Request

BOARD OF TRUSTEES OF THE MARYLAND STATE COLLEGES

FUNDS AND PERSONNEL ESTIMATED AND APPROPRIATED IN FISCAL 1977
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

		PERSONNEL		DOLLARS	
Institution	Item	Staff Estimate	Appropriated	Staff Estimate	Appropriated
Board of Trustees	Administrative Officer	1		$ 16,301	
	Staff Specialist I	2	1	44,700	$ 17,112
	* Staff Specialist II		1		24,277
	Integration Counselor	8	8	109,488	109,488
	Academic Support			294,786	294,786
	Other Race Grants			540,000	540,000
	Support - Travel				780
		11	10	1,005,275	986,443
	*Not additional - transferred from program .01 - General Administration				
Bowie State College	Integration Coordinator	1	1	19,228	19,228
	Integration Counselor	1	1	17,978	17,978
	Financial Aid Officer	.10%		1,789	
	Office Secretary I		1		10,079
	Supportive Cost			11,000	3,300
		2.10	3	49,995	50,585
Coppin State College	Integration Coordinator	1	1	20,451	20,451
	Integration Counselor	2	2	32,284	30,284
	Financial Aid Officer	.10%		2,160	
	Supportive Cost			15,400	3,000
		3.10	3	70,295	55,735
Frostburg State College	Integration Coordinator	1	1	22,478	22,478
	Integration Counselor	2	1	33,169	17,978
	Financial Aid Officer	.10%		1,537	
	Academic Counselor		1		15,191
	Office Secretary I		1		9,783
	Supportive Cost			15,700	38,233
	Support Program				19,969
		3.10	4	87,884	123,632

Note: See foregoing text for explanation of differences between Staff Estimate column and Appropriated column

Institution	Item	PERSONNEL Staff Estimate	PERSONNEL Appropriated	DOLLARS Staff Estimate	DOLLARS Appropriated
Salisbury State College	Integration Counselor	1	1	$ 14,275	$ 15,494
	Assistant Director of Admissions	1		11,605	
	Financial Aid Officer	.10%		1,550	
	Supportive Cost			7,900	
	Support Program			8,000	
		2.10	1	43,330	15,494
Towson State College	Integration Coordinator	1	1	22,478	22,478
	Integration Counselor	1		19,368	
	Financial Aid Officer	.10%		1,936	
	Associate Dean of Students		2		35,258
	Instructor		2		23,341
	Assistant Instructor		1		10,793
	Office Secretary I		1		9,412
	Supportive Cost			12,000	9,010
	Support Program			25,000	36,145
		2.10	7	80,782	146,437
University of Baltimore	*Integration Coordinator				
	Integration Counselor	1	1		15,131
	Financial Aid Officer	.10%		1,537	
	Supportive Cost			9,400	
	Support Program				30,000
		1.10	1	10,937	45,131
	GRAND TOTAL, BOARD OF TRUSTEES AND COLLEGES UNDER THE BOARD	24.60	29	1,348,498	1,423,457

*Included in Board's appropriation

Note: See foregoing text for explanation of differences between Staff Estimate column and Appropriated column

FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED IN FISCAL 1977 FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Institution	Item	PERSONNEL Requested	PERSONNEL Appropriated	DOLLARS Requested	DOLLARS Appropriated
St. Mary's College of Maryland	Integration Coordinator	1	1	$ 16,301	$ 16,301
	Minority Counselor	1	1	13,650	13,650
	Financial Aid Officer	.25		3,723	3,723
	Supportive Cost			1,500	1,500
	Supportive Program			1,000	1,000
	Other Race Grants			70,000	70,000
		2.25	2.25	$106,174	$106,174

MARYLAND COMMUNITY COLLEGES
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED
IN THE FISCAL YEAR 1977 BUDGET
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

	ALLEGANY				ANNE ARUNDEL			
	Requested		Appropriated		Requested		Appropriated	
Function	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel	.05	$ 600	.05	$ 600	1.70	$ 16,365	.70	$ 7,182
Affirmative Action	.18	2,160	.18	2,160	1.00	13,000	.75	12,500
Student Aid	.05	500	.05	500	.40	--	.20	--
Recruitment	.25	3,000	.25	3,000	-	--	-	--
Advisement	.05	500	.05	500	1.00	12,000	.50	6,000
Other Personnel/Cost	-	--	-	--	-	--	-	--
Clerical Support	.05	200	.05	200	4.00	24,000	3.00	18,000
Related Support Cost	-	--	-	--	-	1,000	-	500
TOTALS	.63	$ 6,960	.63	$ 6,960	8.10	$ 66,365	5.15	$ 44,182

	BALTIMORE				CATONSVILLE			
	Requested		Appropriated		Requested		Appropriated	
Function	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel	.40	$ 10,255	.40	$ 10,255	.20	$ 3,985	.20	$ 3,791
Affirmative Action	.25	6,410	.25	6,410	.05	898	.05	888
Student Aid	1.00	10,500	1.00	10,500	.40	12,536	.40	12,055
Recruitment	2.00	26,000	1.00	13,000	.01	223	.01	216
Advisement	1.50	23,000	1.50	23,000	.40	7,853	.40	7,610
Other Personnel/Cost	-	--	-	--	.475	13,642	.475	13,413
Clerical Support	1.00	8,000	.65	5,200	7 prorated	7,736	7 prorated	7,502
Related Support Cost	-	400	-	400	-	2,000	-	1,950
TOTALS	6.15	$ 84,565	4.80	$ 68,765	-	$ 48,873	-	$ 47,425

	CECIL				CHARLES			
	Requested		Appropriated		Requested		Appropriated	
Function	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel	.25	$ 2,000	.25	$ 2,000	.65	$ 4,585	.65	$ 4,585
Affirmative Action	.50	7,000	.50	7,000	.30	2,800	.30	2,800
Student Aid	-	--	-	--	.25	550	.25	550
Recruitment	-	--	-	--	.55	7,700	.55	7,700
Advisement	-	--	-	--	.50	7,000	.50	7,000
Other Personnel/Cost	-	--	-	--	.05	1,375	.05	1,375
Clerical Support	.25	2,000	.25	2,000	.50	3,500	.50	3,500
Related Support Cost	-	--	-	--	-	3,000	-	3,000
TOTALS	1.00	$ 11,000	1.00	$ 11,000	2.80	$ 30,510	2.80	$ 30,510

Function	CHESAPEAKE Requested # People	Requested Cost	Appropriated # People	Appropriated Cost	DUNDALK Requested # People	Requested Cost	Appropriated # People	Appropriated Cost
Personnel	.05	$ 406	.05	$ 406	-	$ --	-	$ --
Affirmative Action	.29	4,600	.29	4,600	.40	7,113	.40	7,113
Student Aid	.44	4,500	.44	4,500	-	--	-	--
Recruitment	.10	1,610	.10	1,610	.10	1,778	.10	1,778
Advisement	.27	3,644	.27	3,644	-	--	-	--
Other Personnel/Cost	-	--	-	--	3.00	18,526	3.00	18,526
Clerical Support	-	--	-	--	-	--	-	--
Related Support Cost	-	--	-	--	-	--	-	--
TOTALS	1.15	$ 14,760	1.15	$ 14,760	3.50	$ 27,417	3.50	$ 27,417

Function	ESSEX Requested # People	Requested Cost	Appropriated # People	Appropriated Cost	FREDERICK Requested # People	Requested Cost	Appropriated # People	Appropriated Cost
Personnel	-	--	-	--	.10	$ 2,300	.10	$ 2,300
Affirmative Action	.20	$ 3,500	.20	$ 3,500	.10	1,650	.10	1,650
Student Aid	-	--	-	--	.10	1,600	.10	1,600
Recruitment	1.00	10,280	1.00	10,280	.20	3,200	.20	3,200
Advisement	-	--	-	--	-	--	-	--
Other Personnel/Cost	-	--	-	--	-	--	-	--
Clerical Support	1.00	6,500	-	--	.20	1,500	.20	1,500
Related Support Cost	-	--	-	--	-	1,000	-	1,000
TOTALS	2.20	$ 20,280	1.20	$ 13,780	.70	$ 11,250	.70	$ 11,250

Function	GARRETT Requested # People	Requested Cost	Appropriated # People	Appropriated Cost	HAGERSTOWN Requested # People	Requested Cost	Appropriated # People	Appropriated Cost
Personnel	*No funds have been requested or appropriated as there are no black residents in Garrett County. The "Plan" calls for the College to achieve the same percentage of black enrollment as the percentage of black population in the county and, therefore, an appropriation is not applicable.*				.20	$ 4,385	.20	$ 4,385
Affirmative Action					-	--	-	--
Student Aid					.10	1,519	.10	1,519
Recruitment					.10	2,095	.10	2,095
Advisement					-	--	-	--
Other Personnel/Cost					.05	1,427	.05	1,427
Clerical Support					.50	3,710	.50	3,710
Related Support Cost					-	350	-	350
TOTALS					.95	$ 13,486	.95	$ 13,486

Function	HARFORD Requested # People	HARFORD Requested Cost	HARFORD Appropriated # People	HARFORD Appropriated Cost	HOWARD Requested # People	HOWARD Requested Cost	HOWARD Appropriated # People	HOWARD Appropriated Cost
Personnel	.30	$ 3,425	.30	$ 3,425	-	$ --	-	$ --
Affirmative Action	.50	7,970	.50	7,970	.06	13,455	.06	13,455
Student Aid	.43	6,064	.43	6,064	-	--	-	--
Recruitment	.70	5,208	.70	5,208	-	--	-	--
Advisement	1.17	17,837	1.17	17,837	-	--	-	--
Other Personnel/Cost	.15	3,932	.15	3,932	.15	2,100	.15	2,100
Clerical Support	1.54	10,318	1.54	10,318	1.00	8,920	1.00	8,920
Related Support Cost	-	1,500	-	1,500	-	--	-	--
TOTALS	4.79	$ 56,254	4.79	$ 56,254	1.21	$ 24,475	1.21	$ 24,475

Function	MONTGOMERY Requested # People	MONTGOMERY Requested Cost	MONTGOMERY Appropriated # People	MONTGOMERY Appropriated Cost	PRINCE GEORGE'S Requested # People	PRINCE GEORGE'S Requested Cost	PRINCE GEORGE'S Appropriated # People	PRINCE GEORGE'S Appropriated Cost
Personnel	.25	$ 4,659	.25	$ 4,659	1.75	$ 19,857	1.75	$ 19,857
Affirmative Action	1.00	16,446	1.00	16,446	1.50	20,774	1.50	20,774
Student Aid	.30	9,807	.30	9,807	.40	7,209	.40	7,209
Recruitment	.25	6,393	.25	6,393	.50	7,449	.50	7,449
Advisement	.05	4,658	.05	4,658	1.00	11,319	1.00	11,319
Other Personnel/Cost	.65	7,208	.65	7,208	-	--	-	--
Clerical Support	-	--	-	--	-	6,596	-	6,596
Related Support Cost	-	--	-	--	-	--	-	--
TOTALS	2.50	$ 49,171	2.50	$ 49,171	5.15	$ 73,204	5.15	$ 73,204

Function	WOR-WIC TECH Requested # People	WOR-WIC TECH Requested Cost	WOR-WIC TECH Appropriated # People	WOR-WIC TECH Appropriated Cost	STATE BOARD FOR COMMUNITY COLLEGES Requested # People	STATE BOARD FOR COMMUNITY COLLEGES Requested Cost	STATE BOARD FOR COMMUNITY COLLEGES Appropriated # People	STATE BOARD FOR COMMUNITY COLLEGES Appropriated Cost
Personnel	.03	$ 600	.03	$ 600	-	$ --	-	$ --
Affirmative Action	.02	600	.02	600	-	--	-	--
Student Aid	.03	500	.03	500	-	--	-	--
Recruitment	.25	3,000	.25	3,000	-	--	-	--
Advisement	.05	500	.05	500	-	--	-	--
Other Personnel/Cost	-	--	-	--	.65	15,348	.65	15,348
Clerical Support	.05	200	.05	200	.30	3,029	.30	3,029
Related Support Cost	-	500	-	500	-	4,594	-	4,594
TOTALS	.43	$ 5,900	.43	$ 5,900	.95	$ 22,971	.95	$ 22,971

SELECTED COMPARATIVE DATA

A. Table III-1 (p.60) shows that in 1972 the ranking in actual net assignable square feet (NASF) per full-time day equivalent (FTDE) among the public postsecondary colleges and universities was as follows:

1972 NASF/FTDE
(Actual)

(1)	UMAB	357	
*(2)	UMES	262	
(3)	St. Mary's	138	
(4)	Frostburg	115	
(5)	UMBC	106	
(6)	Salisbury	104	
(7)	Towson	96	
(8)	Univ. of Balto.	95	(Evening div. is basis of facilities planning)
(9)	UMCP	90	
*(10)	Morgan	85	
*(11)	Bowie	73	
*(12)	Coppin	69	

*Predominantly black

Three of the State's four predominantly black schools had the lowest rankings in NASF/FTDE, all with below the MCHE-estimated requirement of between 100-110 NASF/FTDE for a 4 year public college.

In 1977, however, the NASF/FTDE ranking is projected to be as follows:

1977 NASF/FTDE
(Projected)

(1)	UMAB	369	
*(2)	Bowie	217	
*(3)	UMES	209	
*(4)	Morgan	173	
(5)	Frostburg	167	
(6)	St. Mary's	163	
*(7)	Coppin	149	
*(8)	Univ. of Balto.	118	(Evening div. is basis of facilities planning)
(8)	UMCP	118	
(9)	Towson	117	
(10)	Salisbury	116	
(11)	UMBC	113	

*Predominantly black

The four predominantly black schools change position significantly and all are expected to be among the top seven of the State's twelve 4-year public colleges and universities in NASF/ FTDE in 1977. The table also shows the following increases in NASF facilities from 1972 (actual) to 1977 (projected).

NASF FACILITIES

	1972 Actual	1977 Projected	NASF Increase	% Increase	Ranking of % Increase
*Bowie	118,303	433,871	315,568	267%	1
*Coppin	111,272	319,887	208,615	187	2
Frostburg	293,050	535,169	242,119	83	4
*Morgan	363,227	709,855	346,628	95	3
St. Mary's	132,092	195,922	63,830	48	9
Salisbury	182,612	314,026	131,414	72	5
Towson	694,544	1,068,280	373,736	54	6
Univ. of Balto.	182,634	230,765	48,131	26	12
UMAB	1,279,222	1,676,072	396,850	31	11
UMBC	461,464	704,358	242,894	53	7
UMCP	2,631,009	3,473,990	842,981	32	10
*UMES	189,035	286,484	97,449	52	8

*Predominantly black

This analysis shows that Bowie, Coppin and Morgan are ranked 1st, 2nd and 3rd respectively in NASF facilities percentage increases since 1972. UMES is ranked 8th; however this school already has one of the highest NASF/FTDE ratios among the 4-year public postsecondary schools.

B. Table III-2 (pg.61) shows instruction cost, student/faculty ratio and total library holdings for full-time equivalent student from FY 1974 to FY 1976 (estimated). This table appeared in the First Midyear Desegregation Status Report and has been updated to include 1976.

Instruction Cost

Excluding the UMAB professional schools, ranking of the 4-year public institutions in instruction cost/FTE shows that the predominantly black schools, with the exception of Coppin, were among the top half in FY 1974 and are expected to remain so in FY 1976. Taking into consideration size of institution (larger student bodies tend to lower unit cost), plus the proportion of graduate to undergraduate and science to non-science courses offered, there appears to be no underfunding of the predominantly

black schools as compared to the predominantly white schools.

COST OF INSTRUCTION/FTE

Rank		FY 1974	Rank		FY 1976 (Est.)
*1	Bowie	$1,432	*1	UMES	$1,584
*2	UMES	1,337	*2	Bowie	1,362
3	UMCP	1,264	3	UMCP	1,357
4	UMBC	1,221	*4	Morgan	1,309
*5	Morgan	1,171	5	UMBC	1,285
6	Frostburg	1,151	6	Frostburg	1,251
7	Towson	1,033	7	St. Mary's	1,176
8	Salisbury	1,015	8	Towson	1,174
9	Coppin	928	9	Salisbury	1,137
10	St. Mary's	860	*10	Coppin	1,097
			11	Univ. of Balto.	788
			12	U of B Law School	782

*Predominantly black

Student/Faculty Ratio Per FTE

Ranking of the 1974 and 1976 (est.) student/faculty ratios, lowest to highest, is as follows (excluding UMAB):

STUDENT/FACULTY RATIO/FTE

Rank		FY 1974	Rank		FY 1976 (Est.)
*1	Morgan	12.9:1	*1	UMES	14.3:1
*2	UMES	13.0	*2	Coppin	14.9
*3	Bowie	14.6	*3	Bowie	15.4
4	UMCP	14.9	4	St. Mary's	15.5

STUDENT/FACULTY RATIO/FTE

Rank		FY 1974	Rank		FY 1976 (Est.)
5	UMBC	16.4	*5	Morgan	16.0
6	Towson	17.6	6	Frostburg	16.8
7	Frostburg	17.7	6	Salisbury	16.8
8	Salisbury	18.5	7	Towson	16.9
*9	Coppin	18.7	7	UMCP	16.9
10	St. Mary's	19.3	8	UMBC	17.2
			9	Univ. of Balto.	17.5
			10	U of B Law Sch.	34.7

*Predominantly black

While Coppin was among the highest in student/faculty ratio in FY 1974, it's ratio is estimated to be among the lowest in FY 1976. UMES, Bowie and Morgan are also expected to be among the lowest, as they were in FY 1974.

Total Library Holdings Per FTE

All the institutions have increased their library holdings since 1974. By rank per FTE, UMES is expected to remain the highest in FY 1976, and Coppin is expected to go from 7th to 3rd. Bowie's holdings are among the lowest, however.

TOTAL LIBRARY HOLDINGS/FTE

Rank		FY 1974	Rank		FY 1976 (Est.)
*1	UMES	110.5	*1	UMES	232.2
2	Frostburg	90.1	2	Frostburg	92.2
*3	Morgan	78.3	*3	Coppin	84.5
4	UMCP	75.0	4	UMCP	82.9
5	Salisbury	69.7	5	St. Mary's	81.6
6	UMBC	65.3	*6	Morgan	76.6
*7	Coppin	59.1	7	Salisbury	73.0
8	St. Mary's	58.4	8	UMBC	75.6
9	Towson	50.7	9	Towson	55.3
*10	Bowie	45.1	*10	Bowie	52.2
			11	Univ. of Balto. (incl. Law Sch.)	50.0

* Predominantly black

Summary

There are many factors and variables by which the quality of education offered at an institution is measured. As indicated by the foregoing rankings of selected comparative data, the predominantly black schools compare very favorably with their predominantly white counterparts in Maryland's public higher education system.

The Finance Committee of the Maryland Council for Higher Education is currently concerning itself with the present procedures and methods for funding of public higher education in the State. One of the areas it is exploring is the possibility of developing uniform formulae, with some flexibility built into them,for determining how much each institution will receive for various activities and functions such as administration, instruction, student services, library, maintenance, etc. Among factors being taken into consideration are the size of student body, program mix, and level of program offerings.

Table III-1

UNIVERSITY OF MARYLAND—EXISTING ACADEMIC AND SUPPORTING FACILITIES (EXCLUDING RESIDENTIAL) AND PROJECTED GROWTH 1972-1974
Net Assignable Sq. Ft. (NASF)/Full Time Day Equivalent Student (FTDE)

Institution	1972 (Actual)			1974 (Actual)			1977 (Projected)		
	Enrollment FTDE (Est.)	NASF Facilities	NASF/FTDE Student	Enrollment FTDE (Est.)	NASF Facilities	NASF/FTDE Student	Enrollment FTDE (Est.)	NASF Facilities	NASF/FTDE Student
Univ. of Maryland... Baltimore City	3,579	1,279,222	357	3,798	1,319,901	348	4,544	1,676,072	369
Univ. of Maryland... Baltimore County	4,334	461,464	106	5,119	572,558	112	6,211	704,358	113
Univ. of Maryland.. College Park	29,180	2,631,009	90	28,336	3,173,290	112	28,136	3,473,990	118
Univ. of Maryland.. Eastern Shore	722	189,035	262	1,010	238,934	237	1,372	286,484	209

NOTE: Studies by Maryland Council for Higher Education staff and consultants show that for a comprehensive university (which does not include Medical, Dental, Nursing, Pharmacy, Veterinarian, Law and similar professional schools on the main campus), 134 NASF/FTDE student is average. For university branches which do not have extensive graduate programs and organized research, 100-110 NASF/FTDE is average.

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES
EXISTING ACADEMIC AND SUPPORTING FACILITIES (EXCLUDING RESIDENTIAL)

Institution	1972 (Actual)			1974 (Actual)			1977 (Projected)		
	Enrollment FTDE (Estimate)	NASF Facilities	NASF/FTDE Student	Enrollment FTDE	NASF Facilities	NASF/FTDE Student	Enrollment FTDE (Estimate)	NASF Facilities	NASF/FTDE Student
Bowie	1,621	118,303	73	1,793	265,951	148	2,000	433,871	217
Coppin	1,609	111,272	69	1,530	199,427	130	2,150	319,887	149
Frostburg	2,552	293,050	115	2,939	336,019	114	3,200	535,169	167
Morgan*	4,289	363,227	85	3,832	581,514	152	4,100	709,855	173
St. Mary's	954	132,092	138	971	151,652	156	1,200	195,922	163
Salisbury	1,750	182,612	104	2,378	207,626	87	2,700	314,026	116
Towson	7,229	694,544	96	8,338	797,050	96	9,100	1,068,280	117
Univ. Baltimore#	1,923	182,634	95	2,079	168,272	81	1,950 @	230,765	118
Weighted Average			95			113			144

* Became Morgan State University July 1975
\# Private Institution until January 1975 @ University Baltimore Evening Division is basis of facilities planning
NOTE: Based upon studies of nationwide data on colleges, and consultant reports, Maryland Council for Higher Education estimates that a 4-year public college requires between 100-110 NASF/FTDE

Source: Maryland Council for Higher Education Annual Report, 1976

Table III-2

SELECTED COMPARATIVE DATA PER FTE ENROLLMENTS
FISCAL 1974 - 1975 (ACTUAL) AND FISCAL 1976 (ESTIMATED)

MARYLAND STATE COLLEGES AND UNIVERSITIES

Institution or Campus	Instruction Cost per FTE			Student/Faculty Ratio per FTE			Total Library Holdings per FTE[a]		
	Fiscal 1974	Fiscal 1975	Fiscal 1976(Est)	Fiscal 1974	Fiscal 1975	Fiscal 1976(Est)	Fiscal 1974	Fiscal 1975	Fiscal 1976(Est)
4-Year State Colleges:									
Bowie	$1,432	$1,620	$1,362	14.6:1	13.8:1	15.4:1	45.1	52.3	52.2
Coppin	928	1,121	1,097	18.7:1	12.4:1	14.9:1	59.1	74.4	84.5
Frostburg	1,151	1,232	1,251	17.7:1	14.6:1	16.8:1	90.1	89.1	92.2
Salisbury	1,015	960	1,137	18.5:1	19.1:1	16.8:1	69.7	69.3	73.0
Towson	1,033	1,118	1,174	17.6:1	17.5:1	16.9:1	50.7	52.1	55.3
[b]University of Baltimore	-	-	788	-	26.1:1	17.5:1	-	(46.7)	(50.0)
(U. of B. Law School)	-	-	782	-	29.3:1	34.7:1	-	( )	( )
St. Mary's	860	1,050	1,176	19.3:1	16.3:1	15.5:1	58.4	77.9	81.6
Morgan State University	1,171	1,271	1,309	12.9:1	13.0:1	16.0:1	78.3	73.5	76.6
University of Maryland									
College Park	1,264	1,299	1,357	14.9:1	16.1:1	16.9:1	75.0	77.6	82.9
[c]Baltimore City:									
Dentistry	-	-		5.0:1	5.4:1	5.7:1	59.3	63.0	64.6
Law	-	-		23.0:1	20.9:1	21.4:1	135.3	139.9	146.0
Medicine	-	-		4.5:1	4.6:1	4.6:1	59.3	63.0	64.6
Nursing	-	-		6.5:1	6.3:1	6.2:1	59.3	63.0	64.6
Pharmacy	-	-		7.6:1	8.6:1	8.6:1	59.3	63.0	64.6
Social Work & Comm'y Planning	-	-		8.4:1	9.2:1	8.8:1	59.3	63.0	64.6
Allied Health Professions	-			6.0:1	7.6:1	7.6:1	59.3	63.0	64.6
UMAB AVERAGE, ALL SCHOOLS	4,130	4,460	4,926	-		-	-	-	-
Baltimore County	1,221	1,279	1,285	16.4:1	15.6:1	17.2:1	65.3	70.4	75.6
Eastern Shore	1,337	1,350	1,584	13.0:1	14.4:1	14.3:1	110.5	208.8	232.2

University College -- Self-supporting; therefore not reported here.

SOURCE: The Maryland State Budget for Fiscal Years 1976 and 1977 submitted to the General Assembly by Marvin Mandel, Governor, (except where noted).

[a] SOURCE: MCHE, based on data in Budget Sources noted above.

[b] University of Baltimore became a public institution in the second half of Fiscal 1975.

[c] SOURCE FOR UMAB: 1975 Actual and 1976 Est. data provided by UMAB's Director of Institutional Research

NOTE: Fiscal Year refers to the preceding academic year.

CHAPTER IV

Allegany Community College
Summary Report
on
Second Mid-Year Desegregation Status Report
1976

Introduction

Allegany Community College holds as its purpose to serve and to be responsive to the needs of the people of Allegany County and its environs by providing an opportunity for higher education, through which people, regardless of their academic backgrounds, may advance to the highest possible degree of academic achievement, technical excellence, occupational proficiency, and personal enrichment. The future of ACC, like its growth in the past, lies in its continued creation of programs and services to meet community needs. The staff of the College is dedicated to assisting and contributing to the development of all students, regardless of age, race or background. ACC is a community resource, proud to contribute to the growth of Allegany County and the State of Maryland.

Student Composition

Student enrollment continues to grow at Allegany Community College. For the fall semester 1975 the enrollment was 1629, of which 1080 (66.3%) were full-time students and 549 (33.7%) were part-time students. Females outnumbered male students 898 to 731, or 55.1% to 44.9% respectively. Comparable enrollment figures for the spring semester 1976 were a total of 1730, with 1046 (60.5%) as full-time and 684 (39.5%) as part-time students.

It is interesting to note that of the 1629 students enrolled in the first semester, 1283, or 78%, returned for the spring semester. There were 154 students readmitted after non-consecutive semester enrollment at ACC, and 293 students enrolled for the first time at ACC. At the end of the first semester 78 students were academically suspended--58 for the first time, and 13 for the second. These data reflect ACC's concern for individual students in their efforts to "succeed" in courses of college-level difficulty; as well as reflect the faculty's and administration's dedication to meeting the educational needs of the community.

In meeting these needs, wide offerings in many career areas, such as Nursing, Dental Hygiene, Forestry, etc., as well as academic areas are made available to both the young and mature citizens. A cross-section of our student body for the fall semester 1975 would reflect an age distribution as follows: 54.2% in 16-20 age group; 27.9% in 21-30 age group; 9.4% in 31-40 age group; 3.9% in 41-50 age group; and 4.6% in 51 and over age group. In summary, nearly one-half (45.8%) of ACC's students are over the normal age of recent high school graduates pursuing the first two years of college.

The relative high percentage of students in the 21-30 age group (27.9%) reflects the 210 veterans who are enrolled at ACC. These 210 veterans constitute approximately 11% of the current student body; their average age is 28. An aggressive program of veteran identification and assistance, under the full-time direction of a veteran affairs staff member, is in existence at ACC. We believe veteran assistance in the form of financial and academic aid has been reflected in the number of veterans who are continuing to upgrade their academic or technical skills.

The number of minority students attending Allegany Community College on both full and part-time bases is relatively small (49) compared to the college enrollment of 1629 students (3% minority student enrollment). However, the impact upon the College created by Black students has been very positive and noteworthy, especially after the organization of the Black Student Alliance in the fall of 1973. With membership open to all students, the BSA's primary goal at ACC has been to better racial relations among students for the purposes of improving an understanding and acceptance of the attitudes, lifestyles, and cultural backgrounds of all students. To date there has been great progress in achieving these goals.

The Black Student Alliance has been a very active and responsible organization that has both participated in and sponsored a variety of very successful campus activities: the annual ACC Blue-Grass Festival, recruitment of minority students, Education Awareness Day for minority students, campus dances and socials, etc. In addition, the BSA is represented in the Student Government Association and actively participates in campus governance involving student-oriented issues. Budgetary decision-making is also the responsibility of the BSA representative assigned to Student Government.

The Black Student Alliance has been very active at Allegany Community College and has been playing a vital role in the healthy and open communication within the multi-cultural and multi-ethnic student body of the College. Through carefully planned activities and participation in campus affairs members of the Black Student Alliance have gained both the admiration and respect from students and staff alike.

Financial Aid

During the academic year 1975-76 the Student Financial Aid Office received 28 applications from minority students. Twenty-four students enrolled with twenty-one receiving financial aid. Of the twenty-four applicants there were twenty-three Black students and one American Indian. The four students who applied for aid but did not enroll were Black. Two Black students with aid attended only the fall semester. Six Black students enrolled for the spring semester only, with five receiving aid. Of the eighteen students applying for aid in the fall, all were full-time students. The average number of hours taken was 13.6. In the spring there were twenty-two applicants with eighteen attending full-time and four attending part-time. The average number of hours for the spring was 12.6.

Of the four Black students who applied but did not attend, one did not complete the application process, one was incarcerated, and two did not attend due to lack of sufficient funds.

For those applying for financial aid during 1975-76 the total student financial need shown was $38,855. The need was determined by the College Scholarship Service needs analysis system. Twenty-one students received a total of $29,865 or 76.9% of the total need. This shows that an additional $9,000 was needed to fully fund the minority students at Allegany Community College. During the year thirteen students were awarded $9,067 in the College Work-Study Program, six were awarded $3,400 in Supplemental Educational Opportunity Grants, eighteen

were awarded $12,561 in Basic Grants, five were awarded $6,100 in Guaranteed Student Loans and one received a $500 privately sponsored scholarship. Of the twenty-one students receiving aid, five received three or four awards, ten students received two awards, and six students received one award.

With the availability of student financial aid funds always less than the demonstrated financial need, we feel indeed fortunate to be able to fund the above-mentioned minority students at 76.9%. In past years our funding levels have averaged around 55-60% for all students.

Employment Composition

Allegany Community College has a total full-time professional (teaching and non-teaching) staff of 98 of which 13 are classified administrators; the remaining 85 were classified as faculty. The composition by race and sex of the current administration and faculty is as follows: Administrators - 13 males (white) and no females; Faculty - 47 males (white), 1 male (Chinese-American, and 37 females (white). The part-time faculty of the College consists of 16 males (white) and one female (white).

The College employs a number of staff members who are classified "technician-artisans," and are utilized by the College to supervise or assist in language and science laboratories, audio-visual studios, and in student services. The composition by race and sex of this group of employees is as follows: 5 males (white), one male (black), and 5 females (white).

The clerical staff at Allegany Community College consists of 44 females (white), one female (black), and one male (white). Four of these persons are employed under the Comprehensive Employment Training ACT (CETA, Title VI); three persons are employed under CETA, Title X; and three persons are employed under the Work Incentive (WIN) Program.

The custodial staff at the College consists of 25 full-time males (white), one full-time female (white), and one part-time male (white). Of these custodial employees, five males are employed under the CETA, Title VI, and three males are employed under CETA, Title X.

Administrative Coordination

Although the minority representation among the administration, faculty, and staff of the College is low, efforts are being made to seek and hire additional minority and female professionals through a carefully planned Affirmative Action/Equal Employment Opportunity Program. Instituted this past fall semester, and Affirmative Action Committee was established for the purpose of defining specific recruitment and hiring guidelines for professional faculty and staff which comply with the United States Department of Health, Education and Welfare's recommendations. This has been completed. In addition, this Committee is responsible for the following:

(1) Preparing a nondiscrimination policy as a part of the College's governing policies;
(2) Reviewing the College's position in relation to Title IX regulations;
(3) Establishing goals and timetables for accomplishing Affirmative Action Objectives; and
(4) Monitoring an effective Affirmative Action Program.

Considering the complexity of the Affirmative Action guidelines affecting higher education as recommended by HEW, and considering the great number of colleges and universities whose programs have been rejected, the Affirmative Action Committee of Allegany Community College is carefully reviewing HEW guidelines, studying implementation of a workable campus-wide compliance program, and effecting changes where the desired goals of desegregation and equal employment opportunities will be achieved. The administration and staff of ACC are committed toward these goals for the purposes of bettering the quality of education at the College and equalizing the racial/ethnic makeup of college employees at all levels. An established Affirmative Action Program at Allegany Community College will then become a successful part of the College's governing board and policies.

Program Cooperation

ACC has been a member of the Regional Education Service Agency since its beginning in 1967. RESA is a consortium of the three community colleges and the three Boards of Education and the State College in Western Maryland together with the University of Maryland. One of the purposes of RESA is the articulation among institutions and agencies of their curriculums and programs through monthly meetings of the heads and representive staffs of the agencies. Over the years much has been accomplished through cooperation in articulating programs.

ANNE ARUNDEL COMMUNITY COLLEGE

Second Midyear Desegregation Status Report

The goal of this institution is to bring the highest possible quality of instruction to a maximum number of people in our county.

Anne Arundel Community College is a comprehensive, public, community college. As such, the College's objectives are to provide

1. A general education program leading to an Associate in Arts degree, allowing the student to transfer to a baccalaureate-degree-granting institution or to terminate his formal collegiate training with the Associate in Arts degree.

2. Career programs providing the Associate in Arts degree or a certificate, preparing the student for employment in technical and paraprofessional positions.

3. Continuing Education for students of all ages who wish to take courses for personal enrichment, upgrading in present occupations, or for various other reasons.

4. A community service program for the benefit of students and members of the community.

5. Credit or non-credit offerings for groups of employees sponsored by business, governmental, industrial, or public service institutions, designed to improve the effectiveness of the organization to the mutual benefit of the establishment, its employees, and the community.

Student Composition

The student body of 1975 Fall term was composed of 5,708 students taking credit courses. Of this number, 2,202 were full-time students (students taking 12 or more hours), and 3,506 were part-time students (students taking less than 12 hours). For the most part, the Spring semester follows the same pattern.

Of the total enrollment, 5,671 were residents of Anne Arundel County and 57 were residents of other Maryland counties. Over 99% of our student body resides in Anne Arundel County. The breakdown by sex was as follows: 2,581 were female and 3,127 were male. First year students numbered 4,644 and 1,064 were second year students.

The following breakdown deals with minority enrollment: 335 were Black, 48 indicated on their admissions forms that they were American Indian, 65 listed themselves as Orientals, and 61 were Spanish Americans. The trend in minority enrollment has been increasing slightly for the past three or four years.

Regarding race recruitment efforts, we send an admissions team into thirteen public and private schools in the county to talk with every student who wishes to inquire about the programs of the College. Since Anne Arundel Community College has open admissions and we offer admission to every student with a high school diploma or a general equivalency diploma and since 99% of our student body is from the county, we do not have cooperative recruitment programs with other institutions.

During the 1972-73 academic year, with the encouragement and assistance of the appropriate college officials (the Dean of Students and his staff) and the Student Government Association, some black students developed and started a club, Ujima. Ujima represents the interests of minority students on campus. During 1975-76 the club has become a most viable asset of the College. The club has 25 continuously active participants and another 25 to 35 who participate less regularly. Activities during the year include at least 3 very successful social events (dances), a Black History week that was labeled as moderately successful by the students, and a highly successful lecture by Dick Gregory. The club has done much to raise the level of awareness of the College community to the concerns of our minority population.

Black students participate in other clubs on campus in a limited way.

Minority students participated in significant aspects of the operation of the Student Government Association (SGA) this year. Two black students were members of the Student Senate. The social committee of the SGA was chaired and run by two black students - one in each semester. One black student is on the staff of the campus radio station and has his own record show. This same student also is on the staff of the College Students Newspaper and during this year has served as business manager. One of the judges on the Student Hearing Board is a black student.

This represents an improvement in the participation in the student activities program of the College. These students and the interested students from Ujima form a strong nucleus on which to build and increase participation in student activities by the minority students of the College.

Virtually, since its inception, Anne Arundel Community College has been aware that many students enter community colleges lacking basic educational skills. To assist them to reach their full academic potential, students are required to pursue basic courses in Reading and Study Skills, Basic English (one or two courses as needed), or Basic Mathematics and acquire the necessary skills to do the more advanced work in those related subject matter areas.

For the first time, this year the College has been able to employ an Institutional Research Director. A primary task for this office was to gather same base-line data on student attrition. Beginning in 1976-77, we will be able to expand the data so that we can examine target populations.

Financial Aid

The range of financial aid programs at Anne Arundel Community College includes grants, work study jobs, and loans. Local grants, academic scholarships, and a work study program are funded from donations and the College's budget. Federal funds provide the largest source of aid through the Basic Educational Opportunity Grant, College Work Study, Supplemental Educational Opportunity Grant, Federal Nursing Scholarship, Guaranteed Student Loan, and Law Enforcement Education programs. In addition to local and Federal sources students may receive assistance from the Maryland State Scholarship Programs and private community organizations.

For 1974-75 the College's initial allocation of local and Federal funds of $183,597 (excluding the Law Enforcement Education Program) was more than adequate to satisfy the cumulative financial need of $175,772 for 239 applicants. As of April 20, 1976, there were 363 completed applications for aid, not counting LEEP applications, and the College had $182,570 in Federal and local programs plus guaranteed loans from banks.

The projected awards from Federal and local programs will total approximately $181,250 for 1975-76, plus law enforcement education grants and guaranteed loans. The awards from the Basic Educational Opportunity Grant Program (BEOG) increased more than 300 percent from 1974-75 to 1975-76 and the awards exceeded the BEOG allocation. But, the U.S. Office of Education is legally obligated to honor awards. There is a high demand for funds from the Law Enforcement Education and Federal Nursing Scholarship programs, where the allocations have been reduced for the last three years.

Twenty-three percent of the students who received aid during 1974-75 were minority group students. Full-time enrollment was a prerequisite for students receiving aid from the Basic Grants Program and several of the local programs. The minority group students who received assistance composed 22.7 percent of the minority group students enrolled full-time during 1974-75.

Employment Compsition

As of November 30, 1975, the following racial composition exists:

Full-time Faculty	Administrative & Other Prof. Staff
Asian - 2	White - 28
White - 154	Black - 1
Black - 0	

The classified staff numbers 141 employees, 116 who are full-time and 25 who are part-time. Four different racial groups are represented: 110 employees are white, 28 employees are black, 2 employees are of Asian descent, and one employee is of Hispanic origin.

The anticipated new positionsin the fiscal 1977 budget have been advertised in the following organs of communications: Evening Capital, Baltimore Sun, Washington Post, and AACC College Newsletter.

In addition, the notice of anticipated vacancies has been sent to: Maryland Association of Affirmative Action Officers; Central Placement Bureau of the Maryland Council for Higher Education (the Council in turn sends notices to the faculty data bank registry of the Southern Regional Education Board and this registry is published and distributed four times a year); and The Teacher Placement Service, 56 Columbia Pike, Falls Church, Virginia 22042.

The College has an Affirmative Action Committee and the recruiting effort has been coordinated with this Committee.

The College offers three types of in-service training to its classified employees. Individual employees are encouraged to attend meetings and workshops that are related to their job. Tuition benefits for the Community College are offered to all employees in order to develop skills used on the job and to provide an opportunity for individual advancement. Periodically, the College schedules group training sessions for the custodial staff. These sessions take place approximately every six months for the purpose of introducing new cleaning equipment and methods, and to train and retrain employees.

Program Cooperation

Anne Arundel Community College, through its Admissions Office, has set up an internship program with the Afro-American Studies Program at the Baltimore County Campus of the University of Maryland. Thus far, two interns have participated and we have added one of those to our full-time staff as an Admissions Counselor.

We look forward to greater participation in this area, and hope to initiate others.

ANNE ARUNDEL COMMUNITY COLLEGE

ARNOLD, MARYLAND 21012

SECOND MID-YEAR DESEGREGATION STATUS REPORT

FEDERAL AND LOCAL FINANCIAL AID PROGRAMS FOR 1974-75

(This chart does not include data for the Law Enforcement Education Program)

RACE	APPLICANTS FOR PROGRAMS				RECIPIENTS OF AID				
	No.	% of App'ls for Aid	% of Enrollees By Race F-T & P-T	% of F-T Enrollees By Race	No.	% of Appl's Rec'd Aid	% of Recipients By Race	% of Enrollees By Race F-T & P-T	% of F-T Enrollees By Race
Whites	188	78.7%	$\frac{188}{5,137}$=3.6%	$\frac{188}{1,994}$=9.4%	136	72.3%	75.9%	$\frac{136}{5,137}$=2.6%	$\frac{136}{1,994}$=6.8%
Blacks & Orientals & Others	50	20.9%	$\frac{50}{504}$=9.9%	$\frac{50}{185}$=27.0%	42	84.0%	23.5%	$\frac{42}{504}$=8.3%	$\frac{42}{185}$=22.7%
Foreign	1	0.4%	$\frac{1}{27}$=3.7%	$\frac{1}{23}$=4.3%	1	100%	0.6%	$\frac{1}{27}$=3.7%	$\frac{1}{23}$=4.3%
TOTAL	239	100.0	$\frac{239}{5,668}$=4.2%	$\frac{239}{2,202}$=10.8%	179	74.9%	100.0%	$\frac{179}{5,668}$=3.2%	$\frac{179}{2,202}$=8.1%

	Aid Received for Year	% of Aid Received	Average Amount of Aid Per Recipient
Whites	$102,018	69.1%	$ 750
Black & Oriental	$ 45,249	30.6%	$1,077
Foreign	441	0.3%	$ 441
TOTAL	$147,708	100.0%	$ 825

SECOND MID-YEAR DESEGREGATION STATUS REPORT

CATONSVILLE COMMUNITY COLLEGE

1976

BRIEF DESCRIPTION OF CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College is a two-year, public community college, which is co-educational and non-residential. It is fully accredited by the Maryland State Department of Education and the Middle Atlantic States Association of Colleges and Secondary Schools, and all programs are approved by the Veteran's Administration. The Nursing Program is developed and operated in cooperation with the Maryland State Board of Examiners of Nurses, and the Mortuary Science curriculum has been approved by the American Board of Funeral Service Education.

The College offers 27 Career and 5 Transfer curricula, for the Associate in Arts degree; and provides Certificate programs in 14 of the Career fields. Somewhat unusual career-vocational programs - or clusters of programs - have been developed, in recent years, in areas such as air sciences, the construction technologies, and mortuary science.

In addition to on-campus courses, the College operates nine major extension programs in neighboring communities, and is in the process of opening a branch campus in nearby Carroll County. Catonsville also offers courses via television, as a participant in a local consortium, and provides one course, each semester, through the pages of a local newspaper.

Non-credit courses, institutes, and seminars represent the fastest-growing segment of College operation at the present time. Unique among these are courses provided for the handicapped and those who work with them; continuing education for nurses and allied health personnel; special programs for senior adults; and programs for business and industry offered in the business location.

College Philosophy and Objectives, revised and reaffirmed in recent years, commit Catonsville Community College to a program of service which promises educational opportunity to all citizens of its service area, regardless of their age, sex, race, financial circumstances, prior education or experience, or physical condition. This is a commitment toward which all segments of College operation are devoting every resource.

STUDENT COMPOSITION

Catonsville Community College continues to attract an increasingly diverse student population. This may be documented by a comparison of enrollment, personal and program characteristics of enrolled students during Fall 1974 and Fall 1975.

- ENROLLMENT CHARACTERISTICS

  Fewer students are attending during the day only, more students are attending either at night or both day and night.

  Part-time and full-time enrollment have both increased by 16%; during both semesters, 71% of CCC's students have been enrolled part time.

- PERSONAL CHARACTERISTICS

  12% of CCC's students are ethnic minorities, an increase of 1% or approximately 100 students compared to Fall 1974. Black enrollment has increased by 25%, other minorities by 5% and white students by 14%. These increases are due largely to the retention of minority students and also to considerable outreach efforts. For example, of new students only, there was a 10% increase in the number of blacks enrolled.

  The median age range of CCC students is 26-30; 51% are men, 49% women. 38% are enrolled in career programs with an additional 5% who have declared that intent; 40% are currently enrolled in a general studies program and 17% in programs designed to lead directly to transfer. The majority of students reside in western Baltimore County and many attend extension centers located convenient to County residents. Although 48% of students attend during the day only, 37% attend only evenings and 15% attend both day and evenings.

The Admissions Office as part of its outreach has made a special effort to make students of other races aware of opportunities available to them by attending college. Special emphasis has been made to meet potential Black students both in the high school setting and in other settings where it was anticipated that Black students would be attending. By using a cadre of currently enrolled Black students, each of the high schools in the College's sphere of feeder schools was visited with the express intent of meeting these students and apprising them of the educational opportunities available. This was accomplished in special meetings, by visiting them when they were at lunch and, in some cases, after the normal classes were over.

The Admissions Office also visited out-of-district schools in Baltimore City upon invitation to take part in college fairs and other programs that were developed by the high schools. The other forms of outreach were made by attending college fairs offered in the City such as the National Direct Search for Talent where the population was predominantly Black. The Admissions Office also visited the Maryland Correctional Camp to participate in a Career Day program.

Overall the effort has been successful. Much has been done to make students of other races comfortable on the campus when they are visitors as well as our attempts to meet them off the campus.

The Admissions Office regularly visits schools in Baltimore County, making certain that every student, regardless of racial characteristics, is aware of opportunities at CCC.

Our orientation programs are tailored to meet, as much as possible, individual needs for students. We have had special events for minority students to give them a greater feeling of ownership at the institution.

The Counseling Center and the College Skills Center have minority faculty members with special sensitivities about these students. Extra effort is expended to make certain that every student is given an opportunity to meet his objectives.

Student Activities includes a black student organization which focuses on the special needs and services minority students care about.

FINANCIAL AID

The College participates in virtually all of the Federal and State financial aid programs available to students, i.e., Supplementary Educational Opportunity Grants, L.E.E.P. Grants, State Scholarships, Nursing Scholarships, National Direct Student Loans, Nursing Loans, Maryland Higher Education Loans, College Work-Study, and other part-time employment.

With the recent addition of the Basic Grant Program, our population of students applying for and receiving need-based assistance has increased over the last two years from 225 students in 1973-74 to approximately 650 for the school year 1975-76. This represents an increase of 280%. During the current year, about $500,000 will be awarded in need-based programs. For students making a timely application, there is a way to finance a plan to attend Catonsville Community College.

EMPLOYMENT COMPOSITION

Profile by Racial Composition:

	Black	Asian	Hispanic	Male	Female	Total
FT Faculty	10	2	4	160	77	237
FT Administrative	1	-	1	24	10	34
FT Classified	27	1	-	96	103	199

In minority recruitment efforts, Catonsville Community College advertises all positions in media with a high minority circulation. Copies of openings are sent and direct contact made with Placement Directors/Division Chairpersons at Colleges with high minority faculty/student populations.

In-service training for classified employees has received special emphasis in the past two years. The Staff Development Committee has appointed a Sub-Committee with the objective of developing meaningful training programs for classified employees, The College has a tuition waiver and tuition reimbursement policy with participation open to all employees.

ADMINISTRATIVE COORDINATION

In the formation of College Senate committees and sub-committees which participate in the formation of policy recommendations to the President, there is an attempt to balance divisional representation and to reflect the general sex composition of the faculty on these committees.

PROGRAM COOPERATION

Catonsville Community College is involved with the Community College of Baltimore in jointly offering courses at the Social Security Administration headquarters. We also are a contractor in providing programs for Upward Mobility at the same location. Several curriculums are offered which are not offered in Baltimore City and vice-versa, thus encouraging special program enrollments. Programs which are similar or duplicated in the various neighboring subdivisions are generally high demand curriculums with a view toward geographic accessibility as well as economic feasibility. Correctional Services and Fire Protection programs are offered cooperatively at several locations. All programs are open to applicants within the open door policy and swing shift classes are one of the program features designed to accomodate student work schedules. Catonsville Community College also has developed a joint program in Business Accounting with the University of Maryland, Baltimore County to facilitate transfer of CCC students and increase the program options of UMBC students.

Second Mid-Year Desegregation Status Report

Cecil Community College

1976

Cecil Community College is an institution designed to meet the educational needs of the community which it serves. The College recognizes its responsibility for leadership and attempts to develop and maintain a postsecondary program sufficiently flexible to adjust to changing conditions and demands.

With its open-door policy, Cecil Community College believes that everyone who is admitted to it should have a chance to succeed. The College also encourages the individual to aim for excellence through the fulfillment of his intellectual potential. It offers, therefore, developmental and advanced placement courses, transfer and terminal programs, general education and vocational preparation curricula, occupational and continuing education offerings. In addition, the College will serve as a center for many cultural activities.

Student Composition

Cecil Community College Fall 1975 enrollment reached an all time record with 1,376 full-time and part-time students. These students range in ages from 16 to 76 years of age. They are commuter students and about 99% live within the boundaries of Cecil County. Approximately 5% of our County population is black and the majority of the remaining 95% are white. Approximately 5% of the student body is black. These black students are enrolled in most of the programs of studies offered with greatest concentration being in General Studies, Construction Trades and Teacher Education. In the Fall of 1975, 3½% of the student body was first time black enrollees.

There has been a small percentage increase in black student enrollment the past two years. This increase has been due to the efforts of our broad outreach program of visiting local high schools and places of employment, as well as many personal contacts with veterans. Cecil Community College has placed and will continue to place its emphasis on attracting students residing within the boundaries of Cecil County. Each year the admissions office of the College visit the high schools in the service area of the institution and conduct a program of articulation with the junior and senior level high school students. Later in the Spring, members of the counseling staff of the College spend the noon hours at tables set up in the halls of the high schools and make themselves available to students that want to stop by for information. A counseling staff member who is also the veterans coordinator and is a member of the black race takes part in these visits by the counseling staff. This member of the staff also spends

approximately 50% of his time in the community contacting disadvantaged, and ethnic individuals, and veterans. His efforts have caused considerable impact upon the enrollment of the institution in terms of other race and disadvantaged enrollment increases.
The student services division of the College is presently conducting a needs assessment or community demand for postsecondary educational services. One of the objectives of the program is to identify the ethnic and disadvantaged population's perception of the services offered by the community college so that special programs and outreach activities can be developed to create awareness in this segment of the population with respect to the postsecondary educational opportunities available to them.

Cecil Community College is implementing several programs aimed at improving the learning skills of minority and disadvantaged students. A reading program will be implemented this September that will enable the disadvantaged student to gain those skills necessary to succeed in the various programs. In addition, Cecil Community College is offering in its summer program a course in college success skills enabling the disadvantaged student to sharpen his skills in the studying of those areas necessary for success in college.

Financial Aid

The financial aid to students program at Cecil Community College relies basically on the Federal Aids Programs, i.e., BEOG, SEOG, CWSP, and guaranteed loans. Local scholarships make up the balance of the aid available to students. Applications for aid are accepted and processed up through the Fall and Spring semester registration dates to accommodate many of the minority and lower economic strata students that often do not have the background and experience to adequately plan ahead for their futures. A portion of the funds available are reserved for this segment of the student population. As required by the regulations governing the Federal aid program, need assessment is part of the application and insures that those in the most need receive the necessary aid. The program could utilize a higher level of funding resources but less than 5% of eligible stueents applying for aid do not have their needs adequately met. Student aid availability is publicized internally, throughout the service area of the College and through the high schools in the service area.

Employment Composition

The faculty of the institution numbering 28 professionals is composed of 12 white women and one female of the black race. The remainder of the faculty are white males.

The administrative staff consists of 7 full-time professionals. One is a black male in the position of Veterans Coordinator. In addition, four departmental chairmen work part-time in administration and are all white males. The latter group of part-time administrators are duplicated in the faculty count above. Classified employees number 26 of which 25 are white and 19 are women. One is a black male.

An ad hoc committee is presently functioning to design and implement an affirmative action plan. The goals of the plan will identify the expected minority, women, and other percentages of individuals to fill the staff, faculty, and supportive positions. A comparison of the goals established and the present staffing will determine where affirmative effort is needed. A positive effort is and will be made to implement the affirmative action plan. Emphasis will be placed in recruiting in the local county and state geographic areas.

Classified employees have this past year formed an organization that allows them to be represented as a group to the administrative staff, faculty and Board of Trustees in their own interests. The secretaries and clerical employees have met this past year to participate in programs of training by the telephone company and personnel staff.

Administrative Coordination

The governing organizations of the College consists of a faculty forum and four standing committees. All professionals are represented on at least one committee and all are members of the forum. These bodies have considerable influence on policy and direct access to administration and the Board of Trustees in an official capacity.

Program Coordination

Cecil Community College at present does not have any consortium arrangements with other institutions. However, the institution is working cooperatively with Harford Community College and the University of Delaware on programs. A plan for providing nearby transfer courses for Cecil Community College graduates is being developed with the former and increased computer services and advanced analysis capabilities are under study with the latter.

Charles County Community College

BOX 910, MITCHELL ROAD,
LA PLATA, MARYLAND 20646

Phones:
LA PLATA - 934-2251
WASHINGTON - 870-3008

MID-YEAR DESEGREGATION REPORT
CHARLES COUNTY COMMUNITY COLLEGE

The Charles County Community College is located in Southern Maryland in a region basically rural, but one with an urbanizing trend. The racial composition of the County is changing rapidly. The expanding residential areas in the northern portion of the County are attracting almost exclusively white families. Enrollment of the College has grown at an average of 15% each year since it moved on its permanent campus in 1968.

In order to cope with the high per student costs inherent with its small size, it has been particularly aggressive at attracting revenues outside the traditional sources of tuition, state, and county tax support. Approximately one-third of its total budget for the last six fiscal years has come from federal or other outside sources.

Among its comprehensive offerings the College supports two degree curricula in environmental technology. It is one of the few community colleges in the nation to do so.

STUDENT COMPOSITION

Charles County Community College enrolled 626 first-time students for the Fall 1975 semester. Of this total, 69 (11.0%) belonged to minority groups. The largest minority representation was black students, representing 89.8% (62 students). This was the first year that these kinds of data on first-year students were maintained. The only available comparison is between total numbers of first-time students. During the Fall 1974 semester, there were only 347 first-time students.

The average age of students was 27 in the Fall 1973, 29 in 1974, and 28 years in 1975. The percentage of students residing in Charles County has risen from 83% in 1973 to slightly more than 88% in 1975; 99% of the student body are state residents.

The ratio of sex also has remained stable for the past three years. In the Fall 1973 semester, almost 57% was male; in the Fall 1975, 53% are male.

Finally, although data have not been obtained on racial characteristics of first-time students until this year, figures are available across the entire student body. Black students increased from 145 to 192 between 1973 and with small increases for other minority groups.

The College has an active recruitment policy. In addition, last June, the county high school juniors and seniors were administered a questionnaire to assess their feelings about the College and their plans. Further, the College minority student counselor is conducting one-on-one interviews with black high school students to help them with their future education.

The College employs three organized strategies to aid retention:

1. Accurate course placement including remedial courses and reduced course loads.
2. Specialized courses offered by Student Personnel Services.
   A. SPS 100 - to explore vocational interests and teach goal setting and study skills.
   B. SPS 101 - clarification of personal goals, values and strengths, building a more positive self-image.
   C. SPS 103 - career decision-making and planning.
3. Liberal Academic Policies:
   A. Withdrawal from any course, without a grade penalty, is possible through the 14th week of classes.
   B. No student is eligible for academic probation or dismissal until after the accumulation of 16 credits. This allows at least one semester for adjustment.
   C. Small classes increase likelihood of the instructor's personal involvement. Students' problems are more likely to be attended to on a personal basis

FINANCIAL AID AT C.C.C.C.

Four basic types of financial aid are available to Charles County Community College students. These are scholarships, grants, loans, and student employment. These are funded from Federal, State, Institutional, and private sources.

The College student aid program has kept pace with increasing enrollments. Over 90% of students completing application for financial aid receive some type of assistance. Very few applicants are denied aid, and of that number, very few are denied because of insufficient funds.

All awards are made without regard to race, sex, or ethnic origin. Certain private scholarships may specify a particular county or area of residence of their recipients, but do not otherwise discriminate within those areas of residence.

EMPLOYMENT COMPOSITION, FALL 1975

The racial composition of full-time faculty and professional staff on a percentage basis is 3.7% Black and 96.3% White. Racial composition of part-time faculty on a percentage basis for all areas of instruction is 6.5% Black and Hispanic and 93.5% White. The racial composition of full-time classified staff on a percentage basis is 16% Black and 84% White. Part-time racial composition of classified staff on a percentage basis is 100% White.

RECRUITMENT

The College Affirmative Action Plan, approved by the Board of Trustees, established the procedures for recruitment of all full-time faculty and administrators. Position descriptions and requirements are forwarded to all graduate schools in the Washington Metropolitan area and Baltimore. Additionally, the College used the Affirmative Action Register, Faculty Data Bank Registry, the Central Placement Bureau, all local and Metropolitan newspapers and any special publication serving a specific profession.

IN-SERVICE TRAINING

Charles County Community College has always followed the training technique of on-the-job training. Additionally, classified personnel are encouraged to take advantage of courses offered in their field of endeavor at the College and may participate in seminars and workshops when scheduled.

ADMINISTRATIVE COORDINATION

We have established a Classified Advisory Board for the purpose of providing recommendations on policies at the Charles County Community College. The makeup of the Advisory Board is five (5) white female employees and one (1) black male employee. The Board has been active in the development of salary scales and personnel classifications.

PROGRAM COOPERATION

Charles County Community College has cooperative programs for education with the Naval Ordnance Station, the State Office of Employment Security, and Patuxent River Naval Installation. In addition, it is currently planning A. A. degree offerings for St. Mary's County in cooperation with St. Mary's College.

Mid-Year Desegregation Status Report

CHESAPEAKE COLLEGE

1976

Chartered in 1965, Chesapeake College began classes in September, 1967, as the only regional community college in the State of Maryland serving Caroline, Kent, Queen Anne's, and Talbot Counties, an essentially rural community. In addition to liberal arts and transfer curricula, the College is presently expanding its programs in the vocational, technical, and career areas as preparations are made to opening a new technical building in the fall of 1976.

STUDENT COMPOSITION

Minority representation in the fall of 1975 increased 24% over the figures of the previous year resulting in a composite minority enrollment in 1975 of 11.3%. Minority enrollment for first-time matriculants grew by 39%, while the growth rate for others averaged 15%. The average age for full-time students was 21; for part-time students it was 31. One hundred eighty-one full-time male students were in attendance during the fall of 1975 representing a 12% increase over the previous year; although the number of full-time female students decreased by 9% from the previous year. The number of part-time male registrants increased 25% over 1974 while the number of female students increased 10% for the same period. As to geographic origins, the fall 1975 class came from 21 states and 5 foreign countries.

In its recruitment efforts over the past year, student teams of both minority and non-minority composition were taken to local high schools to assist in answering questions of prospective students. In the area of student retention, 43% of Chesapeake College's black students returned for a second year as contrasted with 41% of our white students. In accordance with traditions established with the founding of the college, students of all races, age, and sex are encouraged and invited to participate in the College's student activities program. In counseling new students, both black and white students are apprised of the availability of developmental courses to aid them and alleviate skill deficiencies in the academic areas. Both groups have taken advantage of these programs to assist them in making a satisfactory academic transition to Chesapeake College.

FINANCIAL AID

Both Federal and State funds are channeled to students in the College's financial aid program. Of the 95 students receiving financial aid during the past year, 58 white students received assistance totaling approximately $36,000, while 37 black students received aid totaling $24,000. The College has considered itself very fortunate at this time in having adequate financial

aid resources to meet the needs of all its deserving and qualified students. This financial aid information has been disseminated widely in the high schools of the region to make all students aware of the resources available at Chesapeake College.

EMPLOYMENT COMPOSITION

Although the College, for a long time, was unable to attract minority faculty members, the College was able to hire a black assistant instructor last year, as well as having on the staff one faculty member of Spanish/American ancestry. In addition the College has recently hired another black assistant professor for the upcoming academic year in one of its technical areas. The staff composition, on the other hand, has averaged approximately 25% blacks for a number of years.

In accordance with its Affirmative Action policy, which has been operational for over two years, the College actively recruits female and minority candidates for its vacancies. In addition, the Affirmative Action Plan encourages in-service training and promotion from within to the extent that internal candidates are qualified to fill existing vacancies.

ADMINISTRATIVE COORDINATION

While minority members on the professional staff are still quite few in number, they play an active role in college committee work. For the coming academic year, a newly formed Affirmative Action Committee, which will include black representation, will carefully review the College's Affirmative Action Plan and policies and guide the College in its future activities in this area. In order to further strengthen minority representation on its professional faculty, the College applied for an "Other Race Grant" in order to bring a minority faculty member to the campus for a year. To date the College has received no word as to the disposition of its request.

PROGRAM COOPERATION

Whenever vacancies occur on the faculty or staff, the College seeks to encourage minority applicants by communicating with other institutions as to the availability of qualified candidates.

Second Mid-Year Desegregation Status Report

Community College of Baltimore

1976

The Community College of Baltimore is an integrated, two year, non-boarding co-educational College. Offering day, evening and summer programs and granting the Associate in Arts degree, CCB because of its inner city location attracts a large number of Black students with less than moderate family income. Economically, many of our White students do not fare much better. Since about 73% of the student body is Black, White students might be regarded as the "Minority" or "other race."

Student Composition

a. Profile of student body - Racial composition

Over the last several years, the percentage of females and the percentage of minority race persons attending the Community College of Baltimore has increased. In the 1975 Fall semester over 55% of the students were females. The percentage of black students was nearly 73%.

Fall 1975 new students were 59% female and 71% black individuals. From this data, it appears that the percentage of the student body which is female, will continue to rise in the future. However, the data shows that the percentage of black students may be stabilizing.

Approximately 90% of the students come from Baltimore City. Many of these individuals are inner-city residents who require substantial supportive services including financial aid. The College is experiencing an increase in the enrollment of persons beyond normal college age (18-22).

b. Other-Race Recruitment

Continuing our efforts to stimulate White enrollment at CCB, the Office of Recruitment is reaching out to high schools with a preponderance of White students.

Our new Harbor Campus, which will open in September of this year, is being widely publicized stressing its wonderful location and the new courses which will be available and unique only to this Campus.

In our personal contacts and publicity generally, we emphasize the desirability of students learning in biracial and ethnic environment which is true of the Community College of Baltimore. The academic skills programs of the College are pointed up as appropriate.

Mr. Shoemaker, of our biracial Recruiting Team, has continued to work through his personal contacts in the East Baltimore area where he taught for a number of years.

c. Retention Rates and Academic Skills Programs

1. The Day Division retention rates (holding power) for the last five Spring semesters were as follows:

February, 1972 - 78.1%
February, 1973 - 78.1%
February, 1974 - 76.5%
February, 1975 - 85.5%
February, 1976 - 81.2%

As the above figures show, the retention rate remained about the same from February, 1972 through February, 1974. While it is difficult to document reasons for the rise in retention rate for the February, 1975 semester, it is felt that the poor economic situation may have been an important contributing factor. Although the February, 1976 retention rate dropped somewhat below the February, 1975 percentage, the actual number of students retained was close to that of the previous year because of the increased enrollment. The College does not break down retention rates of minority and non-minority students.

The College issued mid-term warnings to students who are having academic problems and encourages these students to seek help from their instructors, counselors, and the Center for Educational Services where free tutoring is available. Remedial subjects are also offered to students with weak academic backgrounds.

2. Special Academic Skills Program

Supportive of the "open door" policy of the College are a number of special skills programs available to entering students. In the development and use of these programs, it is recognized that among the students there are different styles of learning, different rates of learning and varying levels of readiness for the college experience. Among the components of the programs are:

a) special developmental courses for students in need of academic skills

b) laboratory opportunities for students needing reinforcement, remediation, enrichment and brush-up review

c) tutorial assistance for students needing personalized help in basic skills or with individual courses

d) counseling and diagnostic testing in some areas to aid in the proper course placement of student. These programs, to an extent are applicable in most colleges but have a major significance at CCB.

Financial Aid

Financial aid has a direct relationship to enrollment and retention trends. The purpose of financial aid is to provide access to, choice of and retention in postsecondary education. Recognizing the importance of financial aid, especially at CCB, which has a heavy proportion of students with exceptional financial need, our Financial Aid Office has been very aggressive in tapping all available sources.

Financial Aid Sources

CCB makes full use of the student assistance programs administered by the U.S. Office of Education. They are the Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work-Study, National Direct Student Loans and Guaranteed Student Loans. As a result, for fiscal year 1976, CCB had four million dollars available to meet student needs. While this is a sizeable amount, it is not fully adequate. We anticipate that for fiscal 1977 we will have an increase in available funds. These programs involve about 50% of our student body.

The Community College of Baltimore also participates in other financial aid programs such as:

1. Nursing Loan and Nursing Grant
2. Law Enforcement Education
3. Maryland Higher Education Loan Corporation
4. CCB Emergency Loan Program
5. CCB Deferred Payment Program
6. Legislative Scholarships

The above programs are a "must" to CCB, considering the make-up of its student body. To appreciate the impact of all the financial aid programs, it is important to mention that between 60-70% of all students make some use of financial aid services because of considerations of need. For fiscal year 1976, 83% of the students receiving aid were Black and 17% were White.

It has been established that there exists nationally a three billion dollar gap between the cost of college education and the financial aid resources available to college students. It is our estimate that for CCB the gap is about two million dollars. Recognizing such need, our Office of Financial Aid and others are active in appropriate councils and committees at the Federal, State and Local levels in seeking to close this gap.

Employment Composition

a. Full Time Faculty

On the employment front, CCB is doing well, when compared to other community colleges of the State in the areas of minority and female faculty. The faculty is about 18% Black and 50% female.

b. In the Administrative Area

Of the two top Officers, one is White and one is Black. Four of the Deans are White and four are Black. At the Associate Dean, Directors and Officers levels, there are twenty incumbents of whom four are Black.

c. At the Support-Administrative Level

There are now sixteen White and twelve Black incumbents.

d. The Professional Non-Instructional Personnel

This group which includes counselors and librarians is racially almost equally divided.

e. The Classified

The staff, mostly secretaries, is racially 60% White and 40% Black.

f. The Custodial

The custodial, maintenance and Security staffs consist of 53 Black and nine White employees.

g. Inservice Training

All of our classified employees are recruited through the Baltimore City Civil Service Commission. To assist employees seeking up-grading, we are developing a training program so that they can compete for promotions and reassignments.

Administrative Coordination

There is significant minority presence in every segment of the College family. Minorities participate in policy deliberations and decisions of the Board of Trustees of the College, the Administrative Council (The President's "Cabinet"), and the Senate Executive Committee. The College campus activities have biracial participation, although as would be expected, the Black students predominate.

Program Coordination

One of the key elements of the Maryland Desegregation Plan is program cooperation among the postsecondary education institutions. The concept of program or course cooperation has special relevance to CCB because we rely in part on this method to attract White students. When we examine the student-mix of CCB, cooperation among the local colleges is crucial. We have pursued programcooperation with more than ordinary efforts. Among the more successful efforts are:

1. University of Baltimore - written arrangements for articulation exist in data processing and Law enforcement. A long standing articulation exists in the general business field. The two institutions have also established a cooperative relationship in the field of Hotel, Motel and Restaurant Administration.

2. University of Maryland - all of our career programs have some formal articulation statement with a number of the departments of the University.

3. Maryland Institute - we have had a long standing written articulation arrangement with the Maryland Institute.

4. Community Colleges - we have established an articulation guide for students from other community colleges who desire to transfer to our Dental Hygiene, Respiratory Therapy, O.T. and P.T. programs.

5. State Department of Health and Mental Hygiene - The practical nursing classes of the department school at Montebello State Hospital attend the CCB for 12 credits as part of their practical nursing program.

6. Kennedy Institute - classes in "Life Managers" are trained jointly by CCB and the Kennedy Institute. After two years, students receive an AA degree from CCB and a certificate from Kennedy Institute indicating the completion of their new careers program on Mental Retardation training.

7. Police Academy - The Baltimore City Police Academy requires all of its students to take 20 credits of college work through our Public Safety Department.

8. Catonsville and Dundalk Community Colleges - we share a program with Catonsville Community College on the planning Administration instruction and counselling of students at the Social Security Complex in Woodlawn. The same cooperative coordination exists with Dundalk Community College at our Pattern Center and Dundalk Center.

Student Government

The students of the Community College of Baltimore, in affirmation of their responsibility for self-determination and the democratic process have established the Student Government Association. To actively seek participation of all students the structure of the Student Government Association has been changed from a General Elective body consisting of seven persons elected school wide (in recent years not a single white person) to three representative bodies which shall perform the executive, legislative and judicial functions of the Student Government Association.

These three bodies derive their powers from the student representation in the academic departments of the college. Each curriculum will have one or more student representatives depending upon the size of that curriculum. The new structure of the Student Government will be made up of at least 35-40 students, thus assuring both white and black representatives.

Dundalk Community College

7200 Sollers Point Road Baltimore, Maryland 21222

May 5, 1976

Mid-Year Desegregation Status Report

1976

Dundalk Community College belongs to the people whom it serves and who support it. Therefore, we strive to be responsive to the individual and collective needs of our community. To achieve that response, we see the campus extending beyond its present boundaries to include a larger segment of our community. We believe that the community is our campus and the citizenry is our student body.

To implement this philosophy we operate with an open door policy; all who may profit from attendance are encouraged to enroll. We believe each individual can make a worthwhile contribution to the society in which he lives. Furthermore, we believe every individual has the right to enter the open door and to avail himself of the educational opportunities provided by the College.

The College is committed to provide quality instruction, guidance, and opportunities for success. In addition, we believe opportunities for education should be available to persons always, not just immediately after high school, because every citizen has the right to a new beginning, regardless of his former academic record. We believe that individuals respond to different learning situations and that they learn at different rates of comprehension. Therefore, we believe it is our responsibility to find appropriate, effective, educational techniques to help every student determine realistic goals, discover his abilities and interests, and develop them to the fullest extent.

Student Composition

Race - At Dundalk Community College 90% of the student population this semester is white, one percent less than in the fall, 1974. The black population as a percentage of the total student population increased to 7.74% compared to 6.4% last fall. The percentage of full-time black students has increased from 10% last fall to 11% this fall. Overall, the number of black students has increased 86% over the number registered in the fall, 1974.

In Baltimore County, according to the 1970 census, the black population constituted 3.2% of the total population. In the Dundalk area, the black population constituted 5.6% of the population.

Age - The age composition of our student body basically repeats the pattern of the past two years with one notable exception: the average age of our full-time students is now 27 compared to 24 last year. The average age of our part-time students continues to be 31. The largest single block of students (43%) is in the 26-40 age bracket; 41% of our students are under the age of 26 compared to 45% last year.

Female/Male - The ratio of male to female students has again changed; this year 58% of the students are male compared to 52% in 1974 and 42% of the students are female compared to 48% last year. This statistic is explained by the large number of veterans enrolled.

Admission outreach efforts of Dundalk Community College are focused in Baltimore County, especially in the Dundalk community. Members of the Student Services Staff maintain regular contact with the local public high schools. In addition, they visit all the private high schools in the metropolitan area. Cooperative recruitment efforts are undertaken with Catonsville and Essex Community Colleges for special projects such as community fairs, special exhibits and mobile visitations to County public schools. The Admissions Office also makes the College visible at local shopping centers, public libraries and through the media, especially the local newspapers.

The faculty of the College conducts various service programs in all sections of the community. These programs not only serve the community directly but also help to make the College known and to assure the community that the College is for all the citizens.

Developmental Studies

Dundalk Community College maintains a complete developmental program in the areas of reading, writing and mathematics. Assistance is available to students on a planned course basis and on a referral and drop-in basis. Each developmental program has its own laboratory.

Campus Activities

Students can enter any phase of the campus activity program at any point during the year. All campus meetings are open to the campus community. Members of the Student Caucus periodically recruit for more participation in campus life. The College has sponsored programs dedicated to black art and poetry. In addition, black students have maintained on campus a Black Student Union (BSU).

Financial Aid

Financial assistance is available to both financially dependent and financially independent students. The basic criterion for receiving financial assistance is need. A number of options for financial assistance are available to meet educational expenses. They include deferred payment of tuition, community scholarships, loans, state and federal assistance programs, in addition to on-campus and off-campus job opportunities. Guidelines have been developed by the College, state and federal agencies to govern the awarding of financial assistance. Awards are made to eligible students regardless of race with priority to the neediest applicants. All applicants must demonstrate financial need and academic capability. Programs in which Dundalk participates are as follows: Basic Educational Opportunity Grant (BEOG), National Direct Student Loan (NDSL), Supplemental Educational Opportunity Grant (SEOG), College Work-Study, All Maryland State Scholarships and Maryland Higher Education Loans, as well as local scholarships, loans, and work programs.

With regard to the adequacy of these funds, the Basic Grant Program has supplemented education expenses of our students but has not completely met their need. Even with the other programs there are still needy students at Dundalk Community College.

The following is a profile according to racial composition of the students who have received financial aid thus far in the 1975-76 Academic year.

TOTAL NUMBER OF STUDENTS ON FINANCIAL AID - 310

	BLACK	WHITE	OTHER	TOTAL
BEOG	67	165	3	235
CWS	20	64	3	87
NDSL	7	12	1	20
SEOG	4	8	0	12

Employment Composition

Classified employees are represented by a classified council. The classified council holds monthly classified staff meetings for the entire College. At least on two occasions during the fiscal year there is an entire classified meeting for President, Business Officer and other Chief Administrators of the College to continue the exchange of information, new ideas, plans, and programs for the College Community. Other in-service activities are currently being planned.

The following information is taken from the EEO-6 Report submitted to the Federal Government on April 30, 1976. This report reflects the status of the staff at Dundalk Community College as of October 15, 1975. At that point in time, Dundalk Community College had a total of 264 employees. Of these employees 28 or 10.6% were black and 3 or 1% were Asian. The minority distribution of the staff was as follows:

There was a total of 12 administrators of which 2 were black and 1 was oriental. There was a total of 115 faculty members of which 5 were black and 1 oriental. Of the full-time faculty there were 4 blacks out of 43 members. Of the 79 part-time employees, 1 was black and 1 was oriental. The distribution in the classified staff was: of a total of 137 members, 21 were black and 1 oriental. The minority members of the classified staff were only employed on a full-time basis.

Recruitment Efforts

Announcements of all available professional positions are regularly sent to the Deans of colleges and universities in the area which have predominantly black student bodies, including Community College of Baltimore, Coppin, Morgan, and Howard. These positions are also advertised in newspapers which reach a black readership, including the Baltimore Afro-American and the Baltimore Sun.

Our Affirmative Action Guidelines specify that qualified minority candidates be considered for all academic positions. If these guidelines are accepted, increased recruitment efforts will be made by our Affirmative Action office and by divisions of the college to attract applications from black professionals for our faculty and administrative staff.

Administrative Coordination

Our proposed Affirmative Action Plan requires minority representation on all councils and committees appointed by the Dean. Division chairpersons are required to encourage full participation of minority faculty in decision making and leadership roles within each academic division.

Program Cooperation

Dundalk Community College currently cooperates with Catonsville Community College and with Essex Community College in presenting to its students two curriculums: Criminal Justice and Data Processing. In addition, Dundalk Community College has worked out a closely articulated program with Coppin State College in Special Education.

SECOND MID-YEAR DESEGREGATION STATUS REPORT

ESSEX COMMUNITY COLLEGE

1976

Essex Community College is a two-year co-educational institution offering classes throughout the year for both part-time and full-time students. Courses are scheduled day and evening during the week and on weekends at the campus and at Neighborhood College Center locations.

Essex Community College believes that one of the primary responsibilities of a democracy is to provide for the education of the individual citizen to his maximum ability. Because the local community is the center of American life, the community must always have a direct concern for the self-realization of each of its citizens. The accomplishment of this objective is a major concern of the community college. Therefore, to maximize their chances of success, Essex Community College maintains an open door to all citizens of the community which it serves who may profit from attending. The College clearly states at the beginning of its publicly circulated catalogue that no person shall, on the basis of race, color, sex, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this institution.

To further this over-all opportunity for self-advancement, the College functions as a cultural center for the community and thus provides a source of enrichment for its citizens and a stimulus for raising their levels of aspiration and accomplishment.

STUDENT COMPOSITION

The 1975-76 Essex Community College enrollment of 8,726 students represents a 20% increase in enrollment over the previous year. Of the 8,726 students, 2,978 were full-time and 5,748 were part-time. The distribution of men and women is nearly 50/50. 63% of the students enrolled were 21 years of age or older. 86% of the students were residents of Baltimore County. 77% of the students were working either part-time or full-time.

A comparison of statistical reports over the past 10 years reflects a larger portion of the student body pursuing a part-time program. Additionally, an increase in women enrolling is observed.

A total of 372 minority students were enrolled during the Fall semester. This is 4% of the student body. In 1974 the enrollment of minorities was 2.9% thus we have an increase of 1.1% this year and over the past five years have fluctuated from 2.2 to 2.6% student minority enrollment. We are proud of this increase considering the community that Essex Community College

serves is composed of approximately .5% minority citizens.

The College actively recruits minority students through cooperative programs with its sister colleges, Catonsville and Dundalk. The main thrust, though, is through the high school recruitment program where a representative from the Admissions Office visits local high schools once a month and works closely with the students and counselors.

The College is very concerned about not only making itself accessible to all members of the community, but in providing a meaningful learning experience as well. A large counseling staff is available to provide a broad range of services ranging from personal counseling and diagnostic evaluation to a well-established comprehensive reading and study skills program.

Additionally, the Chemistry, English and Mathematics departments also offer review courses to those students who are deficient in their specific discipline.

Minority students are encouraged to participate in campus activities ranging from intercollegiate athletics to the Black Student Union. The BSU holds a variety of activities during the year with one of its aims being to promote black awareness on the campus and within the community. This particular program has done much in furthering the efforts of Essex in recruiting minority students to its campus.

FINANCIAL AID

The Financial Aid Office at Essex Community College administers federal, state, and institutional programs and strives to assist students financially in completing their educational objectives at the College.

Essex participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participating colleges in CSS subscribe to the principle that the amount of financial aid granted a student should be based on financial need.

The philosophy of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping a student meet educationally related expenses. The specific package offered any student is contingent upon the availability of funds and the student's demonstrated financial need. Financial need represents the difference between the cost of attendance and the amount of resources available to the student.

The entire financial aid program has grown at a rate that exceeds that of the enrollment growth of the college. The present and projected total level of funding of the financial aid programs will be adequate to meet the needs of our students through fiscal year 1977. For the minority distribution see notation, Appendix K, in List of Appendices.

EMPLOYMENT COMPOSITION

The Faculty of Essex Community College has a racial composition that incorporates 2 Black and 5 Asians among its 175 members. The Administration has 1 Black member and the Classified Personnel of the College has a representation of 16 Black persons among its 416 employees, with an additional 5 Asians.

Essex has been operating under a firm endorsement by the Administration of an active Affirmative Action Plan. Every effort has been made to openly recruit by advertising all positions of employment at the College. With a new revision and issue of job descriptions and the standardization of all testing in each employment position we hope that our added efforts will begin to encourage more blacks and minorities to seek employment at this institution. We are most aware favorable conditions to attract minorities must exist at the College and have reviewed and revised our efforts with vigor.

Additionally, newly instituted evaluation forms and promotional incentives have encouraged our Classified employees to pursue upward mobility programs that are under the direction of the Office of Personnel Services at Essex Community College.

ADMINISTRATION COORDINATION

The Administration of Essex Community College firmly supports the Affirmative Action Plan, the Office of Personnel efforts and the general campus attitudes that Essex can improve its racial and other minority representation and has endorsed all of the efforts made by providing personal support and funding to continue the programs the College has instituted.

The Administration has made a positive effort to assure that what racial and minority members that are part of our employment composition are active in our policy making decisions, as well as their recognition of female representation.

PROGRAM COOPERATION

Essex Community College is one of three Baltimore County Community Colleges. All the efforts of this report are equally supported and participated in by its sister colleges of Catonsville and Dundalk. The Board of Trustees governs the three institutions and encourages each and all in its efforts to encourage racial and minority representation in each segment of the College population.

SECOND MID-YEAR DESEGRATION STATUS REPORT

FREDERICK COMMUNITY COLLEGE *

1976

Co-educational, public, comprehensive community college including two-year degree and certificate programs in Arts and Sciences, Business Administration, Business Management, Data Processing, Nursing Education, Teacher Education, Secretarial Science, Electronics Technology, Park Operation and Management, and Aircraft Maintenance.

Fifty-five full-time faculty and staff members serviced 1755 students enrolled in credit courses. An additional 9059 enrollees of all ages were serviced in non-credit short-term continuing education courses.

Student Composition

Student enrollment in credit courses at Frederick Community College has increased from 1089 in the Fall of 1972 to 1755 in the Fall of 1975, an increase of 60%. With few exceptions our students reside in Frederick County and the median age of the student population is 24. During the Fall of 1976, 120 students enrolled are classified as American Indian, Negro, Oriental and Spanish surnamed, or 6.8% of the total enrollment.

The College is and has engaged in a comprehensive plan to recruit students.

. Students in grades 8-12 are bused to the campus for recruiting purposes on a regular schedule.

. College recruiting teams made up of faculty-counselors-admissions officers visit local high schools on a regular schedule.

. As the team observed, a systematic and extensive program of public information and advertisement is pursued each year.

Also, in terms of attracting black students to our institution, we have met with some limited success.

	No.	% of Student Population	% Increase
1972-73	55	5.1	
1973-74	64	5.1	16.4%
1974-75	74	5.1	15.6%
1975-76	104	6.0	28.8%

* *See Appendix K in List of Appendices*

1975		Enrolled at FCC (1975-76) #	%
Total Population	95,350	1,755	1.8%
Black Population over 18 years old	3,623	104	2.8%
Non Black Population over 18 years old	91,727	1,651	1.8%

The College is well aware of its obligations to serve the disadvantaged and the above data reveal we are attempting to meet our obligations in this regard. This progress has been achieved by a comprehensive recruitment program and has been supplemented by the following special efforts:

- A black counselor was hired in 1974 and is an active part of the various recruiting teams.
- The College rented a vacated store in the low income/black population center in downtown Frederick City, and an intense program of identification of that population with opportunities at FCC was conducted.
- A free bus service from downtown Frederick to the campus (1½ miles) was implemented but was discontinued because of lack of support.

In so far as providing services to black students, we at FCC are pleased but not self-satisfied about our efforts.

While the total County population increased by 13% during the past five years, the percentage of black population remained constant - yet enrollment of black students at FCC has increased substantially each year.

Financial Aid

There is some evidence to suggest that this recruitment program has been effective in attracting the disadvantaged student. For example, the ACT Profile of 1974-75 revealed that 15% of our enrollees come from families earning $7,999 or less. This figure compares favorably with the national norm of 16%.

An analysis of Financial Aid provided to disadvantaged students from 1973 through 1976 reveals a 50% increase.

	1973-74		1974-75		1975-76	
Income Level	No. Of Students Aided	Amount	No. Of Students Aided	Amount	No. Of Students Aided	Amount
$0 - $2,999	8	$ 2,550	19	$ 8,008	17	$11,183
$3,000 - $5,999	9	2,512	18	11,628	19	11,957
$6,000-$7,499	6	3,463	6	3,033	10	5,582
$7,500-$8,999	8	3,507	12	7,012	13	7,356
TOTAL	31	$12,032	55	$29,681	59	$36,078

Once the College has attracted students to the campus, a planned program of remedial services is made available and our complete withdrawal rate of 4.2% is satisfactory, in our view.

Employment Composition

The College employs a total staff of 98. Of this group 55 are professional faculty and staff members, and 43 are supportive personnel. This work force is supplemented by a number of part-time personnel.

The full-time staff includes one black professional and one professional staff member of Indian background, and one oriental. The supportive staff membership includes two blacks.

The College has hired a consultant firm, developed and adopted an affirmative action plan.(copy attached) Beginning on page 32 of that plan the reader is provided a detailed description of actions taken to insure equal employment opportunities at our College.

The College has engaged in a formal in-service program for supportive staff members during this past year.

5/25/76

Second Mid-Year Desegregation Status Report

Garrett Community College

1976

Garrett Community College, a comprehensive, community-oriented college is located at picturesque Mc Henry, Maryland. The campus overlooks Deep Creek Lake and the popular ski slopes of Marsh Mountain. The College is accredited by the Maryland State Department of Education and has full accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

Three types of curricula are offered including Transfer, Career-Occupational, and General Studies. In addition, there are offerings in certificate and non-academic Community Service Career-Occupational programs.

These curricula are typical of most community colleges; however, we also offer a number of programs which are unique to our institution. Our Environmental and Renewable Resources Technology curricula is designed to make the maximum use of Garrett County's natural setting. It also gives the student the unique opportunity of applying classroom theory to his environmental surroundings. Program options here include Agriculture, Landscaping, Forestry, Wildlife Management and Construction.

The college campus consists of three newly-constructed buildings, functionally designed to meet the educational needs of the college, while at the same time designed to blend into the scenic beauty of the terrain. The classroom building includes science and business laboratories, library, faculty offices and a large open-space learning center. The second building provides facilities for administrative offices, a theatre-auditorium, a student lounge and a food services area. The third building is a well-equipped gymnasium. Physical Education and athletic fields are located on the peripheral areas of the campus. A fourth building to be erected in the Summer of 1976 has been designed as an environmental resources multi-purpose structure.

The proportion of non-caucasions within the county population (21,500) is less than one percent.

STUDENT COMPOSITION

To this date the GCC student population has been entirely caucasion. In each of the past 2 years but one or two out-of-county black persons have indicated interest in attending the college. With our encouragement they visited the college campus. Housing opportunities were arranged for the prospective students, however they chose not to enroll.

Our Fall 1975 enrollments included some 200 full-time and 250 part-time students, all of whom were caucasion. Most of the full-time students were male; most of the part-time students were female.

GCC enrollments showed little growth from the Fall semester 1972 to 1973. In 1974 and 1975 enrollments increased by 30 and 42 per cent respectively. Almost all of our students are Appalachian with origins in Garrett County, a few enroll from near by communities in Pennsylvania and West Virginia. Our recruitment actions, including advertising, high school visitations and cooperative arrangements with other institutions, emphasize equal opportunity for all applicants. Should we, in the future, enroll minority students, they would certainly be encouraged to participate in any and all campus activities.

FINANCIAL AID

GCC participates in the Federal grant, college work study and loan programs. Additional aid is available from local agency sponsored scholarships. Forty-five per cent of our full-time students receive financial aid. An average award approximates $850. Our annual allocation of student aid funds has been adequate to meet the needs of students qualifying for aid.

EMPLOYMENT COMPOSITION

Similarly there are no minority members among our college employees. All recruitment efforts stress equal employment opportunity; however but 2 to 3 per cent of applicants have been members of minority groups. None has been sufficiently qualified to employ against the vacancies being filled. Classified employees are encouraged to undergo further training. Release time is provided for this purpose. They incur no tuition charges for formal training received at GCC.

ADMINISTRATIVE COORDINATION

All GCC employees do participate in policy making processes where those policies are of concern to them. Our faculty and personnel policy manuals were developed with input and approval by all employees.

PROGRAM COOPERATION

The GCC staff has understanding of, and coordinates, desegregation programs at other institutions in this region.

Second Mid-Year Desegregation Status Report

Hagerstown Junior College

1976

Hagerstown Junior College is a community-oriented public two-year college which acts upon the belief that all who seek further education should have this opportunity. Hagerstown Junior College is designed to satisfy the needs of people to be served by: (1) developing the skills and basic intellectual qualities in them for further education and occupational competence; (2) expanding their knowledge about themselves and the world in which they exist; (3) providing them with the opportunity to pursue cultural and intellectual interests; (4) encouraging them to think logically and critically; (5) aiding them in the realistic appraisal and fulfillment of their goals, abilities, and achievements; and (6) fostering an awareness of their obligations in a democratic society.

Hagerstown Junior College endeavors to serve the educational needs of the community by performing these educational functions:

General Education -- providing for all students additional general education background and experience in conjunction with study required for the continuance of formal education or the direct pursuit of a career field.

Transfer Programs -- offering a variety of two-year curricula which parallel the first two years at a four-year college or university.

Career-Oriented Programs -- making available curricula which prepare the individual for immediate employment in technical and business fields at the semi-professional level.

Directed Studies -- offering courses to reinforce academic skills and strengthen the transition into transfer and career programs by special studies, a Reading and Study Skills Center, and substantial assistance from counseling, motivational attitude training, and placement service.

Continuing Education -- providing courses that make it possible for interested individuals to acquire new skills, to explore new interests, to upgrade existing talents, or to expand cultural horizons.

Counseling -- making available the testing, guidance and counseling services that will assist the student in becoming aware of his potentialities and interests, as well as his limitations.

In the area of degree-credit education, Hagerstown Junior College currently offers seven transfer curricula (with options) and eleven career-oriented curricula (with options) leading to the Associate in Arts degree. The

transfer curricula are an Arts Sequence, Business Administration, Communications, Engineering, Mathematics, Science (with Biology, Chemistry, and Physics options), and Teacher Education. Career-oriented curricula include Accounting and Business, Administration of Justice (with a Correctional Services and Police Services option), Data Processing, Early Childhood Instruction Aide, Electrical Engineering Technology, Mechanical Engineering Technology, Food Service Management (including a Hotel-Motel option), General Merchandising, Nursing, Radiologic Technology, and Executive Secretarial. In addition, four certificate programs are offered: Administration of Justice -- Correctional Services or Police Services, Professional Clerk-Typist, and Secretarial Administration.

In the area of community services, the College plans, promotes, conducts and evaluates the following activities: non-credit courses; credit courses especially designed and scheduled for adults; conferences, institutes, workshops; cultural activities; health and recreational programs; manpower training programs; special events and activities; and programs offered in cooperation with state and local agencies, civic organizations, business and industry, and other colleges and universities.

Student Composition

In the fall of 1975, degree-credit enrollment at Hagerstown Junior College showed an enrollment of 1,023 men and 901 women for a total headcount of 1,924. Of this total, 876 were enrolled on a full-time basis and 1,048 on a part-time basis. Of this degree-credit enrollment, 1,805 (93.8%) were white and 119 (6.2%) were non-white; this reflects a change from the fall of 1970 when 1,305 (98.6%) were white and 19 (1.4%) were non-white. Some of the trends in student enrollment over the last few years which are evident include:

1. An increase in the number and percentage of female students -- Fall 1970 was 62.2% male and 37.4% female while Fall 1975 was 53.2% male and 46.8% female.

2. An increase in the number and percentage of part-time students enrolled -- Fall 1970 showed 64.3% full-time and 35.7% part-time while Fall 1975 shows 45.5% full-time and 54.5% part-time.

3. An increase in the number of veterans enrolled -- 1970 showed 11.9% veterans while 1975 showed 17.1% veterans;

4. Relatively little change in the average age of students enrolled, because the increased age brought on by the higher number of part-timers has been offset by the growth in the number of high school students currently enrolled -- the average age remains in the 25-27 range; and

5. An increase in the number and percentage of students enrolled in career programs and special students -- Fall 1970 had 65.1% transfer, 26.1% career, and 8.8% special while Fall 1975 had 34.8% transfer, 31.2% career, and 34% special.

Currently, approximately 91% of Hagerstown Junior College students come from Washington County, 2% from other Maryland counties, and 7% from out of state. Most of these students are first-generation college students and approximately half of the full-time students work while they are attending college.

Minority students and alumni are used in high school visitations to recruit minority students to enroll at Hagerstown Junior College. In addition, minority recruiters are invited from four-year colleges and universities to come to the campus to recruit HJC graduates. Also, there has been an increased use of minority pictures in recruitment literature and addition of black literature courses in both credit and non-credit offerings. The Community Services portion of the College has offered courses in the predominantly black area of Hagerstown. Further, HJC has both credit and non-credit cooperative programs with two predominantly black local correctional institutions -- Maryland Correctional Institute and Maryland Correctional Training Center.

In an effort to retain students, HJC offers a directed studies program in Reading, Mathematics, and English and has a Reading and Study Skills Center to provide special assistance. There has also been an increased counseling effort to help retain minorities. Although a comprehensive attrition/retention study has been done at the College, it does not differentiate racially and thus there is no available information on minority retention rates.

All HJC students are welcomed and encouraged to participate in student activities but a specific effort is made to have minority performers in cultural programs (both individual and groups), dance bands that would be more attractive to minorities, and movies which are minority-oriented.

Financial Aid

The purpose of the Financial Aid Office at Hagerstown Junior College is to help every applicant regardless of race, sex, religion, age, or origin to meet their financial needs for education through a sound program of administering sufficient funds, an effective counseling service on financial matters, and general help in college budgeting. Hagerstown Junior College is participating in the Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work Study Program, National Direct Student Loan, Nursing Scholarships, Law Enforcement Education Program, Senatorial Scholarships, Hagerstown Junior College Foundation, Hagerstown Junior College Scholarships, Hagerstown Junior College Loans, and various community scholarships. No eligible students have been denied financial aid for the 1975-76 academic year.

The minority student population at Hagerstown Junior College is 6.2% of the total student population; 20% of the funds allocated for financial aid are being received by minority students this 1975-76 academic year.

Employment Composition

In the Fall of 1975, Hagerstown Junior College employed on a full-time professional basis 81 white staff and 1 non-white and on the classified

staff, 54 white staff members. In the part-time degree-credit instructional staff, there were 45 white lecturers. In the Community Services non-credit teaching staff, there were 105 white lecturers and 3 non-white lecturers.

Hagerstown Junior College has made consistent and positive recruitment efforts for other race faculty and administrative staff whenever openings occur. Included in these efforts are advertising in most major newspapers and leading black newspapers (such as the Afro-American newspapers), Affirmative Action Register, and Chronicle of Higher Education. In addition, direct contacts are made with the placement offices of the major black universities which might supply minority applicants. Documentation is maintained at the College in order to monitor the results of these recruitment efforts.

Hagerstown Junior College does not currently have a formal in-service training program for classified employees.

Administrative Coordination

Members of the College community are provided the opportunity and are encouraged to serve on various College policy-recommending committees -- this includes faculty, administrators, classified staff, and students.

Program Cooperation

Hagerstown Junior College is currently involved in cooperative program efforts with the Maryland Correctional Training Center. Included is a college program for inmates at MCTC as well as an opportunity for certain inmates to attend courses on campus. Also included is a provision for MCTC correctional officers to attend HJC courses either at the institution or on campus. Other cooperative program efforts exist with Forth Ritchie, Hagerstown Business College, Maryland College of the Air, The University of Baltimore, Coppin State College, and Frostburg State College.

SECOND MID YEAR DESEGREGATION

STATUS REPORT

1976

HARFORD COMMUNITY COLLEGE

Description

Harford Community College is a comprehensive two year college with a goal of assisting the student in bringing about positive change in his/her life situation. The College wants each student to become whatever he or she is capable of and wants to become, and stands ready to provide instruction, counseling and activities toward that end. Harford Community College is unique in that it has the responsibility for all adult education programs of the community it serves.

Student Composition

The proportion of part-time students has risen dramatically during the past decade. While the number of part-time students nationwide increased a little over two percent, at Harford Community College, part-time enrollments were up over seven percent.

The average age of our students is rising significantly. We feel this is largely due to the growth among part-time students. The proportion of students 26 or older has doubled in the past ten years and totals over 40% of the College population. Among full-time students, three-fourths are 20 or below, while among part-time students, three-fourths are 21 or above.

The number of women attending part-time has nearly doubled since 1968 and they total over one-third of the enrollment. The proportion of men attending full-time and part-time and women attending full-time has remained fairly constant.

While single persons constituted almost seventy percent of the students in 1968, seven years later, single students comprised slightly over half of the enrollment. While the major increase was among married students, there were increases in persons who are divorced, separated, and widowed.

The change in racial composition has not changed significantly. The average community college in Maryland increased its proportion of black students 1.3 percent, compared with a 1.2 percent gain at Harford. Black persons constituted 8.4 percent of the population of Harford County in 1970.

The past five years have seen an increase of over ten percent in the proportion of students coming from Harford County. This is much higher than the average community college in Maryland. Within Harford County, students tend to come from five communities: Bel Air, Havre de Grace, Aberdeen, Edgewood, and Joppa.

Extent of employment among part-time students has been fairly stable during the past five years. While sixty percent of our part-time students work 40 hours or more per week, one-fourth of our part-time students are not employed at all. Among full-time

students, there is a tendency in the last few years toward more hours spent working. There also seems to be a seasonal variation in that full-time students take on greater work loads during the fall semesters.

	New Minority Enrollments		
	Full Time	Part Time	
Black	59	52	(111)
American Indian	7	6	(13)
Oriental	3	3	(6)
Spanish Surnamed	2	4	(6)
	71	65	(136)

	Total Minority Enrollment		
Black	113	224	(337)
American Indian	11	25	(36)
Oriental	7	14	(21)
Spanish Surnamed	2	10	(12)
	133	273	(406)

The Office of Admissions Outreach makes a concentrated effort to recruit minority students of Harford County. This is accomplished by visits to high schools, agencies, clubs,other activities within the County using slide presentations, posters, and one to one counseling contacts. This office makes use of work study students, minority employees and counselors who go into target communities to discuss admissions, financial aid, and developmental assistance. We have satellite admissions offices in two areas of the community which have concentrations of black populations.

There is no specific retention program at Harford Community College. However, retaining students is a real concern of the College and has resulted in the following specific special courses aimed at improving specific skills:

Reading and Study Skills Laboratory
Mathematics Laboratory
Career Decision Making Course
Dynamics of Human Interaction
Human Potental Seminar
Pre-Nursing Seminar
Modification of Basic English Composition Course
Pre-Chemistry Course

Students are encouraged, but not required, to take these courses as needed. The intention is that the chances of the student's academic success is improved by these courses and their retention is more likely.

Financial Aid

Harford Community College participates in all the federal programs (Basic Grant, Supplemental Grant, Natioanl Direct loan, Nursing scholarship and loan, Work Study). There is no financial aid earmarked for any minority group because it is in violation of Titles VI and IX. However, it is not necessary because the Basic Grant Program

is an entitlement and if the student demonstrates need, the funds are available. All students are counseled in an interview situation and in group sessions in the community on the availability of aid from federal, state, and local resources. In the case of racial minorities, statistics reveal that black students receiving financial aid at Harford are of a higher percentage than the population of the County.

Employment Composition

Harford Community College's teaching faculty includes a one percent representation by minority females (Black) and one percent minority male (Asian). The Administrative Staff has no minority representation. The Classified Staff reflects 6% minority male (Black) and 6% minority female (Black) with 1% minority female (American Indian).

All open faculty and administrative positions are advertised in several newspapers, such as the Baltimore Sun and New York Times, The Chronicle of Higher Education, two black newspapers, two Spanish-language newspapers, and/or in one Indian newspaper. The Chairman of Library Services position, for instance, was advertised in all the above. Additionally, many college placement services are canvassed.

These efforts will continue in the future and are monitored by members of the Affirmative Action Committee which can notify an office on campus of non-compliance of Affirmative Action Plan of Harford Community College. Currently, at least two members of the Committee read the Applicant Status Report submitted to the Committee Chairman each time a position is filled to determine if any violations of the guidelines occurred.

Further, educational seminars have been held for those hiring and more are planned in May for all persons on campus who hire. The Affirmative Action Plan is being translated into measurable guidelines to further this effort. To date, full cooperation has been forthcoming from all areas of the College community.

Lack of funds and staff have prevented Harford Community College from developing a formal on-going in-service training program, however, full-time employees are encouraged to take advantage of the tuition waiver offered by the State to participate in courses offered by the College. In some cases, employees are allowed to take courses during working hours if the course is job related and the released time is made up.

Administrative Coordination

Most committees that require classified representation are appointed committees. The administration insures minority representation. On elected committees, minority representation has been consistently made available.

Program Cooperation

Both our Affirmative Action Committee and our EEO Officer have participated in cooperative workshops presented for the purpose of disseminating information related to these areas. We have also cooperated with other institutions in a job-posting, job-advertising project. This is being refined and formalized into a job bank within the State of Maryland.

Second Mid-Year Desegregation Status Report
Howard Community College
1976

College Mission

Howard Community College recognizes that its mission is to serve post-secondary educational and cultural needs of the local community. The College believes that no organization, community, or nation, especially a democratic one, can function at maximum effectiveness unless the involved individuals are knowledgeable and possess the requisite skills to assist them to become contributing members of a community.

The College recognizes the importance of the growth of the individual (regardless of age, creed, race or sex) and believes that through its educational offerings, the student should be assisted in developing intellectual curiosity, independent judgment and critical thought. As a result of his interaction with a diverse faculty and student body, the student should be more aware of individual differences and, therefore, more tolerant and capable in his/her dealings with other human beings. Furthermore, during the student's courses of study, he/she should be assisted in acquiring methods of obtaining knowledge and solving future problems as part of the lifelong process of learning.

In implementing its philosophy, the College utilizes the systematic approach to instruction, employing measurable objectives in all courses. Many learning programs are self-paced and individualized, allowing students to progress at their own rates. The College has instituted a non-punitive grading system which allow students with unique learning rates to utilize more than one semester in completing a course. It further offers developmental reading, writing and mathematics programs which allow academically disadvantaged to overcome deficiencies.

Student Composition

A. Narrative Profile

Data on student composition by race, sex, county of origin, full-time/part-time status, first-time/returning has been filed in Howard's HEGIS and MCHE reports. (See Opening Fall Enrollment; Residence by County of Origin; Application, Acceptance and Admission, Enrollment by Program and Race). The Council may utilize this data in preparation of the Desegregation Status Report. The average age of Howard's student body (not filed on any HEGIS or MCHE report) is 29 years.

B. Recruitment Efforts

Howard Community College is an open door college and does not discriminate on the basis of race, sex, age, religion, national origin or disability of qualified handicapped. The proportion of minority students enrolled at HCC currently is above that which is projected in the State Desegregation Plan for the Year 1980. Every effort is made to develop recruitment literature which is appealing to persons of any race or sex and the affirmative action policy statement is being included in all recruitment literature.

C. Retention Rates

The Maryland Council required that Howard file a report in Fall 1975 entitled, "Student Progression." This report relates to retention by race and sex and the Council is referred to it for information. In addition, a recent study of attrition of students from Fall 1974 to Spring 1975 and from Spring 1975 to Fall 1975 found no significant differences in retention by race or sex. A previous study of developmental students did, however, indicate that minorities progress at a slower rate in Developmental Writing. Because of this finding, among other reasons, the College has budgeted for an additional counselor in fiscal year 1977 and has recommended additional research in this area.

Financial Aid

Howard annually files an MCHE report entitled, "Number of Students Receiving Financial Aid." This report provides (by race and sex) all of the information requested by the Desegregation Status Report. The Council is therefore referred to this report.

Employment Composition

A. Narrative Profile

Howard completes a number of HEGIS and MCHE reports each year pertaining to staff composition and salaries by race and sex. These include "Employees in Institutions of Higher Education," "Salaries of Full-Time Employees," and "Faculty by Instructional Program." The Council is referred to these reports to obtain the requested narrative profile information.

B. Recruitment Efforts

The College filed on January 28, 1976, its Affirmative Action Plan with the State Board for Community Colleges and the Department of Health, Education and Welfare. In it, specific recruitment procedures are outlined which require contacts with women's and minorities' organizations and require advertising in publications which are aimed at the interests of women and minorities. The College has been following these Affirmative Action guidelines since their approval by our Board of Trustees on October 23, 1975.

The Plan calls for appointment of a Personnel/Affirmative Action Officer. The selection process for this position should be completed by May 1. After this person begins employment, in-service training programs and Affirmative Action workshops will be implemented.

Administrative Coordination

Because of substantial numbers of females at Howard, nearly every policy-making committee has female representation. Because we will have goals for minority staff members, however, it is not always possible to have minority staff members on all policy-making committees. Minority group members are participants in the College's Internal Governance committee process, however.

Program Cooperation

The College's Bio-Medical Engineering Technology program, because of its unique nature, is available to students from other Maryland counties at in-county tuition rates.

SECOND MID-YEAR DESEGREGATION STATUS REPORT

Montgomery College
1976

DESCRIPTION OF COLLEGE

Montgomery College, the first community college in the State of Maryland, was organized in the spring of 1946 as the higher education division of the Montgomery County School System. Today, Montgomery College is a comprehensive multi-campus institution operating independently from the public school system but under the coordination of a State system of community colleges. The College offers the Associate in Arts degree and Certificates in diverse curriculums which prepare students for technical and semi-professional careers, and for transfer to baccaleaureate programs in other colleges and universities. The College also provides through its community services offerings a variety of continuing education and cultural programs. The campuses are located at Takoma Park, Rockville, and Germantown. The Takoma Park and Rockville campuses are fully operational, while the Germantown campus, now under construction, is planned to be completed in 1978.

Montgomery College is committed to an equal educational opportunity policy in admissions and student financial aid and to policies and procedures related to equal opportunities in all other areas of student activities and programs.

STUDENT COMPOSITION

In general, the racial composition of the student body is representative of Montgomery County. The black student population for fall 1975 was up to 6.60% from 5.15% in fall 1974 for the College overall. There was a sizeable foreign student population (exclusive of all other minority groups) which comprised 11.0% of the student body in fall 1975. There was a small percentage of Asian Americans and Hispanics with the largest group of Hispanic students being enrolled at the Takoma Park Campus. The total minority student population (exclusive of foreign students) for fall 1975 was 8.53% which was an increase from the fall 1974 proportion of 7.20%.

The student enrollment for fall 1975 was 13,907, which represented a continuation of the increase in enrollment which the College has had over the past several years. The Montgomery College student enrollment picture has changed from a predominately male (in 1971 58% were male) to a predominately female enrollment (in 1975 52% were female). Between fall 1974 and fall 1975, there was an increase in proportion of students between 19 and 45 years of age, as well as in the number of part-time students. In general, the typical Montgomery College student is an over twenty-five female enrolled in one or two courses and non-matriculating.

The first-time enrollments for fall 1975 showed that by racial group students were entering in about the same proportion as that in which they

were present in the total College enrollment. Black students were 6.84% of the first-time enrollment in fall 1975 and made up 6.7% of the total College enrollment; while white students made up 77% of the first-time enrollments and 79.8% of the total enrollment. Hispanic students were .8% of the first-time enrollments and total enrollment. The foreign-born students were about 11% of both first-time and total enrollments for fall 1975.

As far as residence is concerned, 91% of the students enrolled at Montgomery College reside in Montgomery County. Only 2.7% are Maryland residents in counties other than Montgomery, and 6.3% reside out of the State or are out-of-State foreign students.

The recruitment effort of the College is carried on through an outreach program. Several of the counselors visit schools, libraries, shopping centers, and other facilities in populated areas throughout the county to make potential students aware of the services offered by the College. In addition, the College participates in college fairs and college nights sponsored by local organizations.

The admissions policy of the College is very open. To be admitted as a matriculated student in a curriculum, an applicant need only meet any of the following conditions: be a graduate of a secondary school or its equivalent; have the permission of his or her secondary school principal to waive the senior year of high school; or have earned twelve hours of college credit at Montgomery College or any accredited institution with a cumulative grade point average of 2.00 or better. Thus, the student body for fall 1975 had 34.4% newly enrolled students, 53.4% continuing students, 8.5% re-enrollees, and 3.7% students who transferred into the College.

A part of the College philosophy is to offer cultural, educational, and leisure programs along with classroom activity to enhance the students' knowledge and appreciation of the arts, humanities, social issues, and the sciences. The student activities area sponsors programs related to various ethnic and special interest groups (international students, black students, and women's groups). Many of the students, both full- and part-time, participate in these cultural events and courses which concentrate on interests which place emphasis on these special groups. The titles of some of the offerings are: The Black Man in American Literature, The Woman in Literature, Minorities, Women's Week, Black Awareness Week, and The Day of Nations.

An added feature of Montgomery College is the offering of student development courses which aid students in developing study skills and career development. These courses and others like them--The Success Group, Human Potential Seminar, and the Emerging Woman--are scheduled on a year-round basis with offerings in the evenings for the convenience of students.

FINANCIAL AID

Student financial aid, which is awarded through the Montgomery College financial aids offices, consists of general scholarship funds, federally funded student assistance, and the College student assistantship program.

The general scholarship fund contains donations and contributions made by professional, civic, and business organizations within the community. In 1975 this fund amounted to slightly over $31,000. The federally funded programs are the Educational Opportunity Grants, the National Direct Student Loan, College Work-Study, Law Enforcement Education Program, and the Nursing Student Loans and Scholarships. The funds awarded under these programs in 1975-76 amounted to a little over $943,000. The amount budgeted for the 1975-76 fiscal year for student employment was approximately $160,000. Each student who is eligible receives some financial aid. This awarding system meets about 80% of the student need.

EMPLOYMENT COMPOSITION

Among the Administrators at the College in the fall of 1975, there was a 2.5% proportion of blacks out of 39 persons. Approximately 2.6% of the 386 full-time Faculty are black and about 16% of the 426 full-time Staff are black, which gives a total black full-time employment proportion of about 9% for fall 1975. The proportion of the total employment which includes other minorities, namely Hispanics and Asians, is slightly less than 1%.

Whenever recruiting occurs for full-time faculty, administrative, and some staff positions, it is sometimes done on a nationwide basis as well as on the local basis, which is the normal practice. Regardless of the scope of the recruiting efforts, there is the utilization of the resources of organizations and publications which have an orientation toward the interests of minority group persons and women. A great deal of consideration is given to internal candidates for positions in order to allow for as much upward mobility as possible. The nondiscrimination statement "an equal opportunity/ affirmative action institution" is included in each advertisement.

Because of current budgetary considerations, the hiring that occurs for faculty positions is done on a temporary basis at the present time, with contracts of one year's duration. Consequently, recruiting for these positions is done on a more limited basis.

The Central Placement Bureau of the Maryland Council for Higher Education has not thus far been as useful to Montgomery College as it could be, simply because of timing. By the time the Faculty Data Bank for 1975 was received and distributed to the appropriate persons, the hiring for fall 1975 had already taken place. Since the Faculty Data Bank for 1976 was received only very recently, there has been little opportunity to make use of it. The Deans have been apprised that records should be maintained which indicate the use of the Faculty Data Bank. However, it is felt that this can be a helpful and useful means of enhancing proper recruiting methods, and its use will be further encouraged.

Orientation for new employees and placing persons in trainee status for positions in which they are learning the skills are a part of the in-service training offered to our Staff personnel. The Educational Assistance Plan of the College offers $400 per employee per year for taking courses which are job related and for the purchase of books. Management development for supervisors is in the planning stages under the direction of Personnel Services.

ADMINISTRATIVE COORDINATION

Search and screening committees are utilized for recommending persons to be hired in certain positions. Whenever this mechanism is used, efforts are made to ensure minority and female representation on such committees.

The College's Affirmative Action Committee, which serves in an advisory capacity to the Director of Affirmative Action, was established specifically with minority and female representation. The Committee consists of nine members; three of them must be minority group persons, and three must be female (but not necessarily six separate individuals).

Faculty Senate members are elected by the faculty to assist in the governance of the College. Its considerations are essentially academic processes and faculty status. Representation on Faculty Senate subcommittees is by appointment of the Faculty Senate. At this point in time there is no minority representative on either the Senate or its subcommittees. However, there is significant female representation on the Senate and its subcommittees.

The President's Advisory Council system consists of persons who are appointed because of their titles. They form a base for the advice needed by the President in matters of importance to the College community. At present there is no minority representation in the President's Advisory Council system, yet there is female representation. Since persons are appointed explicitly because of their titles, this does not preclude having minority representation in the future.

COOPERATIVE PROGRAMS

The College cooperates with other educational institutions in providing time and space for those institutions recruiting for the College's transfer students. Most of the students who transfer from Montgomery College go on to four-year institutions in Maryland. From time to time the Community Services area may offer a special program in conjunction with another institution. An example of this is the seminars on the aging offered in conjunction with the University of Maryland's Center for Aging.

Second Mid-Year Desegregation Status Report

Prince George's Community College *

1976

Prince George's Community College is a community centered public institution concerned with developing human resources in Prince George's County. The College provides post-secondary educational opportunities relevant to citizen needs and goals, with two years of university parallel courses, technical and career education based on manpower needs, and Community Services enrichment programs.

College goals provide for: 1. student knowledge of himself and his surroundings, his culture, his ability for critical judgment, and his opportunities for participation in our democratic society; 2. a university parallel program allowing transfer to a baccalaureate institution; 3. occupational programs preparing the student for employment; 4. continuing education for personal enrichment or job upgrading; 5. educational enrichment or community problem-solving through education.

Student Composition

In the fall 1975, the College served 11,430 degree credit students (an increase of 18 percent over fall 1974). Off-campus programs at extension centers and degree centers were important growth factors. Community Services Programs enrolled 4,200 students, bringing College service to a level of over 15,000 County citizens.

Black students represented 26 percent of the enrollments in fall 1975. Other nonwhites represented 3 percent of the student body, and white students 71 percent. First time students entering in fall 1975 were ethnically distributed as follows: 1. white 70 percent, 2. black 26 percent, Spanish-American 1 percent, Oriental 0.6 percent, American Indian 9.3 percent, and foreign 2.5 percent.

There has been a recent increase of enrollments of persons over 25 years of age. In fall 1973, students 26 or over accounted for only 31 percent of the students. In fall 1974, this figure was at 36 percent. The fall 1975 figure was 40 percent. If this trend were to continue, students over 26 would soon constitute a student majority.

* *See Appendix K in List of Appendices*

Institutional research data accumulated since fall 1972 indicate that older students (over 25) and black students have been important factors in three-year enrollment trends. The student body increased from 7,890 in 1972 to 11,430 in 1975. There was an increase of 818 persons under twenty-one, 414 persons in the early twenties, and 2,308 persons over 25. While the student body increased by 3,540 persons, there was an increase of 1,628 white, 1,760 blacks, and 152 "other" ethnic groups.

Black student participation in career programs is strongest at the present time, at 30 percent, compared with 24 percent in both the transfer and special student categories. Black males and females have been nearly equally strong sources of growth, with increases of 919 and 841 respectively in a three-year period.

County population data by race are not available for 1975. The 1970-1974 period will therefore serve to document recent trends. Although data were available only for *non-whites*, not *blacks*, County growth in non-white population during the early Seventies was known to be due almost entirely to blacks. The *non-white* indicator will therefore serve as a proxy for assessing black population increases. According to this method, there was considerable County population change by age and race between 1970 and 1974. Younger whites decreased in numbers (those 35 or younger), while all black age cohorts increased in numbers.

Enrollments of non-whites at the Community College more than tripled in the 1970-1974 period (230 percent increase). Whites showed only a 35 percent enrollment increase. Important factors in enrollment growth were *older whites* (over 25) and *blacks* at all age levels. (There was an increase of 1,296 whites over 25, but only 594 under 25. In contrast, there was an increase of 846 blacks over 25, and a comparatively stronger 633 under 25.)

Enrollments per thousand County population were calculated separately for whites and non-whites. By this standard, it was found that in fall 1974 there were 21 enrollments per thousand whites and 20 enrollments per thousand non-whites.

Black leadership in key roles (such as financial aid, veterans advisement, job placement services, educational advisement, and the C.E.T.A.-Upward Bound effort) contributes to the total College effort in meeting minority needs. A former black student is the College's high school and community articulation specialist, for example, while still another black directs the Extension Centers program. In addition, considerable developmental education services are available to educationally disadvantaged non-whites.

Financial Aid

The financial aid program assists needy students with sources of funds as follows: 1. County and community sponsored scholarships; 2. supplemental educational opportunity grants; 3. basic educational opportunity grants; 4. federal nursing grants and loans; 5. law enforcement education program; 6. direct student loans; 7. work study program; 8. retirement system-survivor benefits; 9. State scholarship programs; and 10. veterans benefits. Financial aid funds are not sufficiently available to meet the needs of all qualified students. Many are turned away each year. Funding is needed for more adequate support.

Employment Composition

As of the first payroll period in October 1975, blacks constituted 18 percent of the College workforce. Distribution by category was as follows: executive, administrative, and managerial, 18 percent; instructional, 9 percent; professional non-instructional, 19 percent; clerical, 13 percent; technical/para-professional, 20 percent; crafts, 9 percent; and service workers, 92 percent. This profile reflected achievement of Affirmative Action goals based upon earlier availability indices. The College is reviewing its goals in terms of new availability indicators reflecting Metropolitan Area statistics for the mid-Seventies.

Advancement and recruitment of women and minorities receives a high priority as a matter of College policy. The Personnel Office provides for employee training within functional areas of employment. Classified employees are encouraged to take College courses available as a fringe benefit. Specific efforts are made to provide training on-campus. Off-campus recruitment of women and minorities includes a variety of procedures, e.g., County and Metro Area newspaper ads and announcements to area colleges, universities, state employment agencies, E.E.O. and women's groups. Public notices are displayed where women and minorities are likely to see them. University radio stations are also used, and currently employed women and minorities are asked to recommend others for positions open.

College committees are chiefly advisory rather than policy making, but College governance offers a formal voice to organized faculty, administrator, classified staff, and student groups. Committee members are recruited by the presidents of these groups, who are always reminded that they should provide for representation of women and minorities.

Prince George's Community College enjoys excellent cooperation with State and County agencies as well as student and citizen groups concerned with the implementation of desegregation programs. The results clearly demonstrate that the College is doing its share in insuring continuing equality of opportunity for its students and employees alike.

Second Mid-Year Desegregation Status Report

Wor-Wic Tech Community College

1976

Wor-Wic Tech Community College was established on June 17, 1975, by resolution of the State Board for Community Colleges, acting upon petition of the sponsoring subdivisions - Worcester and Wicomico Counties. Upon request of the Boards of Education of the two counties, the Governor of Maryland appointed a Board of Trustees for the institution on August 20, 1975. The Board of Trustees appointed Arnold H. Maner as President on November 3, 1975

The college is not only a totally new institution with no enrollment history to call upon, but its unique mission and mode of operation make extrapolations from and comparisons with other Maryland community colleges tenuous at best.

The Board of Trustees of Wor-Wic Tech Community College has repeatedly indicated its commitment that the institution will (1) be a "college without walls", and (2) that this noncampus-based program will place primary focus on an occupational (as contrasted with transfer) emphasis. No such other institution exists on the Eastern Shore, or elsewhere in Maryland. Indeed, less than five noncampus-based community colleges exist in the United States and none of these have attempted to embrace a vocational-technical emphasis to anywhere near as great an extent.

Student Composition

It is extremely difficult to predict a profile of a student body in a new institution. However, it is anticipated that, based on a survey of potential student interest in programs to be offered initially, the percentage of minority race students should be approximately equal to the percentage in the general population. Other race recruitment efforts will be designed to meet or exceed this level, based on the expectations of interested agencies. Current recruitment efforts are just beginning, and have included high school visitations with guidance counselors in Wicomico and Worcester Counties.

The college is definitely committed to equality of educational opportunity and will not discriminate in admissions, enrollment, program placement, job placement, or any other college activity on the basis of race, color, sex, or national origin. Other race students will be encouraged to participate in all campus activities of a curricular and extracurricular nature.

Financial Aid

A Director of Student Affairs has just recently been appointed and has been assigned the responsibility to develop a financial aid program. The college is moving to obtain state and regional accreditation as quickly as possible in order that students may be eligible to participate in the various financial aid programs.

Employment Composition

At the present time no faculty members have been employed, and there are only four employees for the college. Listings of faculty and administrative vacancies have been advertised in The Chronicle of Higher Education, the Baltimore Sun, as well as in local papers. Announcements have also been sent to state agencies dealing with

higher education and to postsecondary institutions within the state. All applicants have and will continue to be considered without regard to race, color, sex, age, or national origin.

Administrative Coordination

Minority representation on Program Advisory Committees and on the Steering Committee established to determine the need and implement the community college has been present. Hopefully this participation will engender further involvement of minority groups within the total community.

Program Cooperation

Wor-Wic Tech Community College exists as a community college without walls. In this regard it is imperative that facilities and other resources of existing institutions be utilized. The Salisbury State College and public libraries within the area will be used by Wor-Wic Tech students. Lecture space will also be provided by a church, a library, a number of public high schools, and by Salisbury State College. Specific program efforts are being developed and include a sharing of courses through the College of the Air program and a consortium which is being studied to provide instruction in the law enforcement field. Other cooperative program efforts will be developed in the future. The UMES library and other facilities will be utilized by Wor-Wic Tech.

BOWIE STATE COLLEGE
Bowie, Maryland

Mid-Year Desegregation Status Report

1976

Introduction

Bowie State College's goals as stated in its official publications illustrate clearly the College's commitment to serve the needs of the highly diversified student population gathered on its campus. Through its open admissions policy--which does not discriminate against students of any race, religion, nationality, sex or age--a student body of wide-ranging educational backgrounds and individual cultural preferences has been drawn together at Bowie. Throughout the College's total educational program, many methods are employed to accommodate individual needs for diverse pacing, scheduling and program content.

Student Composition

Approximately two-thirds of the 3,098 student enrollment is undergraduate and one-third graduate. Of the 1,993 undergraduates, 1,504 (75.5%) are black; 489 (24.5%) are non-black. Of the 1,105 graduate students, 438 (39.7%) are black; 667 (60.3%) are non-black. The percentage breakdown for the total student population of 3,098 is 62.7% black and 37.3% other-race.*

* Figures are for September 1975.

The degree of integration accomplished in the Graduate Division and Evening College continues to outstrip that of the undergraduate day student body. However, it is noteworthy that fifty-two per cent of the undergraduate degrees awarded by Bowie State College at the June 1975 Commencement were earned by other-race students.

Student Recruitment

During the current academic year, two new members (one is white) have joined the Admissions staff, and a third counselor has been assigned on a temporary transfer from the Office of the Dean of Undergraduate Studies. As a result, the total recruitment team (including personnel of the Integration Office) now consists of six persons, three of whom are white.

The additional staff facilitates an expanded recruitment schedule for other-race students, as well as the majority population, including repeat visits to high schools with predominantly other-race enrollments, which could be visited only once annually in the past. There has been a dramatic increase in high school visitors using College transportation for trips to campus in groups of ten to forty, more than half from schools with predominantly other-race enrollments. Projects have been initiated to involve faculty of all races in recruitment activities: these include special events for

visitors and contact with corresponding academic units in nearby community colleges. Undergraduate commuters have been organized to recruit students from their nearby neighborhoods in Prince George's County. In addition, a significant number of Vietnamese refugee students have been enrolled during the Spring Semester, a unique contribution to Bowie State College's cultural integration.

Other projects include a visit by 800 area secondary students on High School Day, with a much higher representation of other-race persons than in previous years; a campus reception for Prince George's County high school principals to enhance awareness of the Bowie educational program; and participation in all aspects of the recruitment program by each Admissions staff member, regardless of race, and whenever possible in inter-racial teams.

The Integration Coordinator and Integration Counselor continue to direct considerable time to transfer recruitment and articulation matters. Each community college in adjacent counties has been visited for recruitment purposes at least twice this year---some as many as four or five times. During six weeks of March and April one or more admissions representative was present every morning and evening at Prince George's Community College to answer questions, admit students and evaluate their transfer credits.

The other-race enrollment continues to consist largely of commuters. At least three physical obstacles to more effective recruitment of this group still remain. Capital funds still have not been made available for the comprehensive Student Development Center previously proposed; the nearest ten miles of access roads from three points of the compass remain in very poor condition; and after more than five years of effort there is still no public transportation which extends within two miles of the campus. Cautious optimism exists concerning the second point, in the light of improvements planned for access to Bowie Race-track, but only if segments both each and west of the Track are implemented and the long-proposed relocation of Route 197 can be accomplished. With respect to the public transportation concern, the College has initiated a free shuttle bus service linking the campus to three local shopping centers in nearby Bowie-Belair. The shuttle has the three-fold effect of connecting temporarily with the nearest public transportation (Metrobus), giving on-campus students greater access to stores and services in the community, and providing daytime transportation to the campus for students residing in the Bowie Community. The shuttle has been well-received and has a growing ridership.

Student Services and Activities

It is estimated that supportive academic services and

enrichment programs at Bowie State last year assisted seventy per cent of the total undergraduate population. These included 1) academic, personal and career counseling; 2) laboratory reinforcement in basic subjects; 3) one-to-one tutorial assistance and study skill development; 4) new workshops on test-taking strategies for local and national standardized tests; 5) LEAD, a new cultural and leadership enrichment program; and 6) SER, a pilot coordinated freshman experience in Speech, English and Reading which served approximately 280 students of all ethnic groups.

The Office of Student Affairs implemented a program of special support and encouragement for freshmen designed to facilitate satisfying intercultural relationships, to help individuals and groups identify problems and resolve conflicts, and to establish communication with faculty, administrators and upperclassmen. Entitled "Ten-to-Two" the program formed teams of ten randomly selected freshmen with an upperclassman and faculty or administration member, with each pair of leaders carrying out the program objectives for their team in a variety of creative ways.

Special efforts were made to schedule Student Union activities during daytime hours when more other-race and commuting students are available to participate. Other-race students were elected leaders of three Student Government

Organizations during 1975-1976. Forty per cent of the Counseling Center Staff are other-race: other-race students have frequented and utilized the Center regularly, and have become active in the RESPOND Center, its medium for providing para-professional peer assistance to students.

Financial Assistance

Financial assistance continues to be readily available to all eligible "minority" students at Bowie State College through the Other-Race Grants and the variety of Federal financial aid programs which serve the general student population. "Minority" students are first considered for the ORGP funds, and the balance of their need is then provided from other sources: this packaging approach helps the College utilize all of its financial aid funds more effectively.

Faculty and Staff Composition

Bowie's 133-member full-time faculty is now 55.5% black and 44.5% white and other non-black races. Of the 76 part-time faculty, 38.2% are black and 61.8% are white and other non-black races. In both categories the other-race percentage increased in 1975.

Twenty-four and three/tenths per cent (24.3%) of the 70 administrators and professional non-faculty are non-black; 24.3% of the 226 classified employees are non-black.

The Graduate Division has accomplished an even racial

balance among its full-time faculty and its total full-time staff in the 1975-1976 academic year.

A presidentially appointed multi-racial committee of faculty, administrators and classified personnel has just completed and conducted hearings on an Affirmative Action Plan for Bowie State College. The Chairperson of that ad hoc committee and the Assistant to the President for Planning and Institutional Development have had the interim responsibility to assure that the College has been in compliance with civil rights legislation. The new Plan will provide more specific direction and support to the College in its efforts to seek and hire employees equitably and to meet integration commitments.

Administrative Coordination

The President is responsible for the implementation of desegregation at Bowie State College. While the Integration Office concentrates its efforts in recruiting and counseling other-race applicants, the Office of Recruitment and Admissions under the Vice-President for Academic Affairs, coordinates all college recruitment activities to increase the number of other-race student admissions.

Program Cooperation

Through the Cooperative Educational Programs in existence between Bowie State College and The Johns Hopkins University--- and with Towson State, Coppin State, Morgan State and UMBC--- Bowie students have an opportunity to engage in academic work

not available on their home campus. Dual degree programs in Engineering have been established in cooperation with the George Washington University and the University of Maryland. The five-college Consortium for Intercultural Understanding remains active at Bowie, and offered another outstanding week-long seminar in March, "The Human Approach to Inter-Cultural Understanding". An American Issues Forum and Faculty Lecture Bureau has brought an inter-racial group of faculty into closer contact with the schools and community of this area.

SUMMARY OF COPPIN STATE COLLEGE'S
SECOND MID-YEAR DESEGREGATION STATUS REPORT

Coppin State College is an institution of its community. Its mission is derived from its location within and dedication to the inner city. It deals with the academic disadvantages which are common to many people of the inner city and offers the opportunity for obtaining the basic skills which are required to progress in society. Even more, Coppin State College is committed to providing a quality public higher education for the citizens of Maryland - the kind of excellence in education which matures a student and assists him as he seeks his place in a competitive and changing world.

Student Composition

There is a total of 2,851 students enrolled at Coppin State; 443 enrolled in the Graduate School and 2,408 in the Undergraduate Division. Nine hundred and twenty-eight (928) new students enrolled at Coppin in September, 1975. Of that number, seven hundred and ninety-six (796) were Black and one hundred and forty (140) were termed "other-race," (79 Caucasian, 8 American Indians, 1 Asian-American, 2 Spanish-surnamed, 50 foreign students). The doors of predominantly Black colleges have always been open to all people, regardless of race or ethnic background. However, in 1969 only ten "other-race" students were attending Coppin on the undergraduate level. In September 1975, those "other-race" figures rose to two hundred thirty-four. This dramatic increase can be attributed to the affirmative recruitment program of the College. The Office of Minority Relations, which is responsible for recruiting "other-race" students will have conducted over two hundred recruitment missions during the current school year.

These efforts are aimed at:

a. Community action agencies
b. Community colleges
c. High schools
d. Hospitals
e. Juvenile agencies
f. Public libraries
g. Military installations
h. Police departments
i. Recreation centers
j. Social service agencies
k. Women's organizations

In addition, we sponsor several events in the course of the year to draw students onto the campus so that they may relate to our students and faculty, and gain some perspective about the "real and alive" Coppin State College. Among these activities are a High School Wrestling Tournament, a High School Chess Tournament, and several campus tours during which students are shown a film, guided on a tour of the campus by Coppin students, and provided an opportunity to inquire about admissions policy, course offerings and financial aid.

Retention efforts on behalf of "other-race" students emerge from the Office of Minority Relations. The services provided here are extensive; coffee hours and workshops designed to heighten understanding and stimulate growth; personal and career counseling; a newsletter to keep relevant communication open; and a supportive and validative atmosphere which seeks to help make the many adjustments required for dealing with minority status as intelligent and comfortable as possible. We have found that after the initial year of attendance, of those students remaining, approximately ninety percent go on to obtain their baccalaureate degree. Each year, our retention efforts take on greater significance and help to develop more meaningful experiences for our students. "Other-race" students participate in the Student Government Association, the

college newspaper staff, the debate team, the dramatic club and several other extra-curricular activities that are an important part of a person's college experience. Most important, an opportunity is provided at Coppin State where people from all races and ethnic backgrounds can relate to one another.

Financial Aid

Minority students at Coppin are made aware of and may apply for all existing financial assistance at the institution. Awards are based on eligibility (CSS need analysis), acceptance for admission by the College and availability of funds. The various Federal programs are the standard fund sources available on most campuses. In addition, the Office of Financial Aid makes widespread inquiries and attends many relevant conferences each year in an attempt to obtain as many financial resources as possible. Coppin State College was allocated $70,000 in 1975-76 for the Other Race Grant Program. It supplemented college expenses for seventy percent of the "other race" students. The "other race" student population is expected to increase significantly in succeeding years at Coppin, Hopefully, the amount of the Other Race Grant allocated to Coppin will reflect these increases.

Employment Composition

Coppin State College is an inner city institution of higher education which is predominantly Black. At present, thirty-eight percent (38%) of the faculty, eighteen percent (18%) of the administration and seventeen percent (17%) of the classified personnel are termed "other race." The Multi-Racial Coordinating Committee at Coppin monitors the institution's Affirmative Action/Equal Employment policy. Each department of the institution sets its own employment goals in consultation with the Multi-Racial Coordinating Committee.

In addition, departments receive assistance from the Committee with evaluating their hiring, promotions and salary procedures and in making modifications necessary in light of the institution's Desegregation Plan. Classified employees at Coppin attend several lectures and workshops during the year to develop better techniques for job performance and to gain a greater understanding of person-to-person and group communication.

Administrative Coordination

Coppin State College is concerned with providing equal opportunity to students and staff regardless of race, sex, religion or national origin. In 1974-75, an Affirmative Action plan was developed by the College. A committee, known as the Multi-Racial Coordinating Committee monitors the Affirmative Action plan. The Committee is composed of representatives from the faculty, administration, classified personnel and student body. The Committee is co-chaired by the Affirmative Action Officer and the Director of Minority Relations.

Program Cooperation

The Cooperative Education Program has as its goals providing inter-cultural, interracial and inter-ethnic experiences to students in the higher education system of the State of Maryland. It has been most successful in attracting students to Coppin who are interested in programs such as Special Education, which are unique to the College and, correspondingly, our students have been able to benefit from the diverse offerings available within participating State institutions.

Coppin State College is celebrating its seventy-fifth anniversary year. We continue to be a college of the people, all people, but especially the people of Baltimore's central city. Our College's namesake, Fannie Jackson Coppin, might understandably be pleased to know that we are continuing to apply her aspirations.

Frostburg State College

Second Mid-Year Desegregation Status Report

1976

Introduction

Frostburg State College is unique among the Maryland state colleges in that it is the most remote (150 miles west of Baltimore and Washington and the only four-year institution within a radius of 70 miles of Frostburg) and the most residential (with nearly 60 percent of its students living in residence halls). Its students consist largely of Maryland residents whose homes are located in the metropolitan area. The College maintains a strong commitment to offer quality educational programs in the arts and sciences and in certain professional or pre-professional fields at reasonable cost to students.

Student Composition

Continuing the trend of recent years, 52% of the Fall, 1975 freshman class were from the predominantly urban areas of the state while 2% were from the western-most counties. Of approximately 732 full-time, first-time freshmen who entered in Fall, 1975, 52 were black students (26 female, 26 male); a total of 8 black transfers (5 female, 3 male) and 3 re-entries matriculated for a total of 63 entering full-time black undergraduates. Entering black students continue to be representative of all sections of Maryland, with a little more than half coming from Baltimore city. A small percentage of entering students are from other states and from the District of Columbia.

Of 2,771 full-time undergraduates reported for Fall, 1975, 169 (by headcount) or 6% were black. In Spring, 1976, 3 first-time freshmen, 1 transfer, and 2 re-entries matriculated, for a total of 6 for the semester, 69 entering full-time black students for the year, and a total full-time black enrollment of 175 for the year. There were 6 black part-time students enrolled for the year. Other undergraduate minorities included 1 American Indian, 3 Oriental, and 6 Hispanic students.

Frostburg offers two graduate degrees -- the Master of Education degree and the Master of Science in Management degree. A little more than half of the 724 graduate students who were enrolled in Fall, 1975 were in the teacher education program. Of the 724 enrolled, approximately 98% were part-time students.

Graduate programs enrolled 17 black students, by headcount, for Academic Year 1975-76 -- 16 in the Center for Management Development program and 1 in elementary education. Other minority students included 4 Orientals and 1 Mexican-American. Black students comprised 2.3% of an approximate 724 graduate-student enrollment. All minorities comprised approximately 3% of that enrollment.

Part-time undergraduate black enrollment continues to be minimal -- 5 of 148 part-time students (3.37%) were black in Fall, 1975 -- but exceeds the local black population percentage (approximately 1%) as do graduate part-time black students.

Increasing numbers of black Frostburg graduates are expressing interest in entering the graduate program. Two (2) recent Frostburg graduates did enter during 1975-76 (there have been at least 2 others in recent years). The Other-Race Grant Program -- implemented in 1971 for undergraduate minority students of the Maryland State Colleges System -- will be extended to graduate programs in Fall, 1976 and should increase minority enrollment at the graduate level.

Intensive recruiting efforts have continued in most of the areas outlined in Frostburg's desegregation plan. Two areas of activity have been curtailed because of a lack of funds:

1. No large groups of Baltimore or Washington, D.C. black students were brought on campus for one-day recruitment visits during 1975-76. A state wide program which should be implemented by MCHE during 1976-77 would renew this activity.

2. No student recruitment advertisements have been run in predominantly black publications. Priority was given again this year to the black student recruitment booklet -- The Black Experience at Frostburg State College -- and to advertisements aimed at potential black faculty and staff populations.

Frostburg has continually evaluated student retention rates and directed much effort toward the development of programs, facilities, and services which will improve retention/success rates for all students and particularly for black students with special needs. In addition to the existing developmental English and reading courses, a developmental math course will be added to the curriculum in Fall, 1976.

The Student Special Services Project, a basic factor in black student retention, included 56 black students in the 156 total student participation. Ninety-nine percent (99%) of the Project students were academically retained (were not academically dismissed) during the Fall, 1975 semester. One black member of the Project was academically dismissed. During 1974-75, of 50 black students in the Project, none was academically dismissed.

The final black student attrition total for 1974-75 was 27 -- including 9 academic dismissals and 18 withdrawals -- out of a total of 152 students enrolled. Dismissals equalled 5.92%; withdrawals, 11.84%; total - 17.76%. Of a non-black enrollment of approximately 2,689, the attrition total for that same period was 602 -- including 128 dismissals and 474 withdrawals, 4.76% and 17.62% respectively, a 22.38% total. Academic dismissals for Fall, 1975 included 5 black students - 2.95%, and 54 non-black students - approximately 2%.

Between Summer, 1975 and Spring, 1976, 30 undergraduate black students completed graduation requirements. Of 152 black students who entered Frostburg since Fall, 1969 who could have completed graduation requirements before or by Spring, 1976 -- including transfer students -- 75 students (49.34%) have done so. Approximately 8 more of these students should complete requirements during Summer, 1976 or during Academic Year 1976-77. The Master of Science in Management degree was awarded to 6 black students in 1976 and one (1) black student received the Master of Education degree. Of 750 bachelors and masters degrees awarded in 1976, 37 (4.9%) were awarded to black candidates -- the largest number yet in any single year.

Frostburg will continue to refine and implement retention efforts and specifically, to have each instructional, administrative, and support unit of the College to evaluate retention efforts and to establish needed objectives, programs, and mechanisms to achieve institutional desegregation objectives.

Financial Aid

Sources of financial aid for minority students at the College include: the Other-Race Grant (State); the Basic Educational Opportunity Grant (Federal); the Supplemental Educational Opportunity Grant (Federal); the College Work-Study Program (Federal); the National Direct Student Loan (Federal). A few minority students receive other forms of assistance through various sources that have been secured by the College. Increased Other-Race Grant funds (+150,000) for 1975-76 helped to more adequately meet the financial needs of minority students than in the past. ORG funds were awarded to 132 minority students (as of April 30) for the regular academic year and for summer sessions.

The College's analysis of minority student financial aid for 1975-76 has not yet been completed. Total dollar amounts of the various financial aids awarded, financial aid packages, work-study awards vs. actual earnings, the percentage of eligible students who are awarded various forms of financial aids, and student needs in comparison to actual awards will be included in the final analysis.

Employment Composition

Frostburg State College has a total of 515 full-time employees, Black and other non-white employees, 11 and 4 respectively, comprise 2.9% of the total full-time work force. Black employees comprise 2.1% of the total full-time work force.

The administrative component has 42 employees of which 4 (2 males and 2 females) are black, representing 9.5% of the administration.

There are 187* faculty employees, which includes 3 blacks (2 males and 1 female), 1 Hispanic male, and 3 Asian-American males. The non-white faculty comprise 3.7% of the total faculty. Black faculty comprise 1.6% of the total.

Professional non-faculty numbers 21 and includes 2 black employees, 9.5% -- 1 female counselor and 1 male SSS counselor. Of all other full-time employees -- 265 -- there are 2 black employees (1 black female personnel services specialist and 1 black male maintenance employee), comprising less than 1% (.8%) of the 265 employees.

Of 108 part-time employees, 2 are black, comprising 1.9% of part-time employees. One (1) black male is employed under the CETA program and 1 black male is a part-time instructor in the Graduate Center for Management Development. One black male part-time faculty person, not reflected in the above data, was employed for Spring, 1976, as Field Supervisor of the Public Affairs Internship Program.

*Includes faculty on leave with or without pay. All totals are as of 10/1/75.

In summary, there are 11 full-time black employees and 2 part-time, for a total of 13. There are 4 employees of other non-white racial backgrounds -- 1 Hispanic and 3 Asian, all full-time faculty -- for a total of 17 minority employees. The 11 full-time black employees comprise 2.1% of the total full-time work force. All minority part-time employees comprise 1.9% of the total number of part-time employees. The 17 full and part-time minority employees comprise 2.5% of the College's 623 total employees.

The recruitment efforts for other-race faculty were not as extensive as stated in Frostburg's desegregation plan. Funds for travel in and out of Maryland have been progressively curtailed for the last two fiscal years, making it especially difficult to establish personal contact with potential other-race faculty. Although the Affirmative Action Coordinator monitors recruitment efforts of the College and works with affected departments in recruiting, no members of the college staff have been designated to actively recruit other-race faculty, as projected in the desegregation plan, because of the shortage of travel funds.

The College's Affirmative Action Program projected the hiring of 2 new minority faculty members and one new classified employee for Academic Year 1975-76. Only one minority faculty person was hired (a black male), while one black female administrator (Assistant Director, Residence Life) and one black male ESS counselor were employed. This represents a 4% increase in black faculty and staff and a 23% overall increase in minority faculty and staff. Three additional minority employees were projected, and three were hired, although not in all of the specified areas.

The Central Placement Bureau, established by MCHE in 1975, will expand the College's minority recruitment efforts. Frostburg has used the newly published directory of candidates in recruiting efforts during the past few weeks. Several candidates listed within the directory have been contacted and apprised of faculty vacancies for which they might qualify.

In-service training programs for classified employees are in the planning stages. The College informed all classified employees of and encouraged them to participate in two workshops conducted in Baltimore during 1975-76 by the Management Development Center of Maryland -- a Women's Career Mobility Workshop and an Affirmative Action Workshop for Managers. The Multi-racial Coordinating Committee projects the development of campus in-service training programs over the next two years. The educational improvement policy established by the Board of Trustees of the Maryland State Colleges System permits any full-time employees of a state college to register for a maximum of two academic courses per semester without payment of tuition charges.

Administrative Coordination

The Multi-Racial Coordinating Committee efforts during 1975-76 have focused primarily on affirmative action measures. The Affirmative Action Subcommittee undertook the study of two major areas of concern as related to EEOC guidelines: (1) College policies and practices in the hiring, performance evaluation, and promotion of faculty, in order to ascertain the effect of such policies on the employment, rank, and salary of females and minorities; (2) College policies and practices in the evaluation of the performance of department heads in order to

determine the effects of such policies and practices on females and minorities, and on the faculty in general. An analysis of the female and minority employment composition was also made. All findings and recommendations are being forwarded to the President and to the Dean of the College.

Program Cooperation

Frostburg has not made much progress in inter-institutional cooperation for the purpose of desegregation. However, the establishment of new baccalaureate and master's programs in Wildlife and Fisheries Management (offered cooperatively by the faculties of Frostburg State, Garrett Community College and the Appalachian Environmental Laboratory of the University of Maryland) may attract minority students to Frostburg because those programs are not offered elsewhere in the State.

Programs and activities projected in the desegregation plan have not developed because of limited funds for staff travel and for remuneration for visiting lecturers and consultants, and because of the need for an evaluation and possible restructuring of responsibility priorities for Minority Affairs staff. Priority will be given to the resolution of this problem for Academic Year 1976-77.

Frostburg's location, of course, poses problems in inter-institutional cooperation. Given that obstacle, intensive efforts are needed, as stated in the desegregation plan, to achieve the desired goals. There have been minority lecturers and performers on campus during 1975-76, as in the past, but there is a need for the expansion of such activity and the establishing of vehicles which will promote greater flexibility in inter-institutional cooperation. Programs which are being planned by MCHE and the Board of Trustees Staff of the Maryland State Colleges System should provide a needed means of furthering such cooperation.

SECOND MIDYEAR DESEGREGATION STATUS REPORT
SALISBURY STATE COLLEGE
1976

Salisbury State College is located in the center of the Delmarva Peninsula. The College is a multi-purpose, liberal arts and teacher education institution which has experienced extraordinary growth during the past five years. Enrollment has increased by 144% and the number of teaching faculty has almost doubled. The broad mission of the College is to provide those educational services that are responsive to the needs and interests expressed by its constituency. The College views its educational mission to be helping all who seek its services to experience some measure of success. The student body reflects a strong regional flavor with over 60% of the undergraduate students coming from the nine Eastern Shore counties. Fifty-four per cent of the total are from the four lower shore counties of Maryland.

Student Composition

In September 1975, the College enrolled 3747 students, including 288 minority students. Two hundred seventy-six black students (7.4%) were included in the total enrollment. Forty-four (6.4%) of 692 first-time admissions were black. An additional 16 freshmen and transfers matriculated in January 1976. Fifty-two (8.7%) of the 598 part-time graduate students enrolled in September 1975 were black.

Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. In particular, the Spring recruitment effort has been expanded because it has proved very beneficial to minority students who have been undecided about attending college. Moreover, visits to schools with a high percentage of black students in the District of Columbia and Baltimore City have been expanded this year.

Retention programs for all students, including racial minorities, have been handicapped by inadequate funding of the institution. However, flexible readmission policies and a grading mechanism based on accumulated competence has tended to encourage students to persist. According to the Office of Civil Rights Form 1000B5, "Progression of Students in Higher Education Programs," submitted by the College in January of 1976, there was no significant difference between the retention of black students and the retention of white students.

The full-time professional employment of a highly respected black alumnus of the College as the Assistant Director of Admissions has resulted in significantly improved support and encouragement of black candidates for admission. As of April 15, 1976, the College has received applications for 130 prospective black freshmen and 18 transfers. Fifty-three have already accepted their admission.

Financial Aid

Financial aid sources available to the Salisbury State College student are limited to the federally funded student assistance programs and the state college funded other race grants. Both federal aid funds and other race funds were sorely inadequate this year to meet the needs of our students. A total of 685 students applied for financial aid; however, funds were available for only 455 of those students. 72.3% of the funds awarded by the College were supported by federal monies.

Employment Composition

Eleven (6.0%) of our 184 faculty and administrative staff are black. Eighty-eight (43.1%) of our remaining 204 clerical, technical, and service staff are representative of racial minority. Overall, 98 (25.3%) of our 388 employees are black compared to 25.7% non-whites in the regional civilian work force. Recruitment efforts for minority faculty and administrative staff generally follows the plan outline in the College desegregation report.

Some of the difficulties that have arisen in attracting other race faculty and administrators to the College are as follows: (1) there is often reluctance for professional people to live in an area which is a considerable distance from a large city or other higher educational institutions; (2) for "other race" applicants, there is the problem of contacting a social peer group in a semi-rural community; (3) when it is necessary and appropriate to prefer a doctorate in faculty and an advanced degree in administrative appointments, the availability of applicants is often limited.

Administrative Coordination

A Multi-Racial Coordinating Committee designed to facilitate the desegregation efforts of the institution has met periodically during the past year. No grievances have been submitted for the past two years. With the cooperation of the Board of Trustees, the committee is attempting to secure a pool of minority applicants for future appointments of both administration and faculty.

Program Cooperation

The cooperative programs with the University of Maryland Eastern Shore identified in the institution's desegregation plan continue. Communication has improved and cooperative relations are being strengthened. During the Spring semester, a total of 75 students participated in the Coop program. Twenty-three SSC students enrolled for 72 credit hours at UMES and 42 UMES students enrolled for 331 semester hours at SSC. A full-time professional staff person has been appointed to facilitate those activities that are designed to increase the cooperative efforts between UMES and Salisbury State College. It is anticipated that the number of students participating in the program will

increase significantly next year with the addition of free bus service between the campuses and a more effective alignment of the class schedules. Starting time of classes have been staggered; the starting time of classes will begin on the hour at SSC and on the half-hour at UMES. In addition, cooperative programs have been established with the Delaware Technical and Community College in Georgetown, Delaware and Old Dominion University in Norfolk, Virginia.

ST. MARY'S COLLEGE OF MARYLAND *
ST. MARY'S CITY, MARYLAND 20686

1976

Second Mid-Year Desegregation Status Report

St. Mary's College of Maryland is the newest of Maryland's four-year public colleges. Its mission is to provide a distinctive choice within the public sector: a truly distinguished liberal arts education in a small, rural, primarily residential setting — a "village of learning." In addition to its nine flexible, basic majors (art, English, music, biology, mathematics, natural science, history, social science, and human development), the curriculum includes a secondary teacher certification program. Emphasis is placed on the mastery of knowledge in both breadth and depth, including interdisciplinary and intercultural programs, off-campus learning, independent studies, and learning contracts.

STUDENT COMPOSITION

Profile: Fall 1975 enrollment was 1,252 — 1,011 full-time and 241 part-time students, divided almost evenly between men (615) and women (637). Approximately 67 per cent of the full-time students resided on campus. The majority of new students originated from the suburbs and medium-sized towns of the state -- only 8.7 per cent of the entering class came from homes in large cities, another 24.5 per cent from small towns or farms; some 22.5 per cent of the total full-time student group and virtually all part-timers lived in St. Mary's County. Of the total enrollment, 88 (7.0 per cent) were classified as minorities, another 5 (.4 per cent) were foreign; minorities comprised 6.5 per cent of the full-time and 9.1 per cent of the part-time contingents. More than 80 per cent of the minority students were Black; the rest were Hispanic, (part) American-Indian, and Oriental, in decreasing order of frequency.
Thirty-five of the 52 full-time black students in Fall 1975 were freshmen — 30 new and five who entered in 1974-75; the latter became sophomores in February, when an additional four black freshmen matriculated. In addition, there were 19 black part-time students in the Fall.

Recruitment: St. Mary's College has affirmed its commitment to educate the "broadest spectrum of qualified students" and to give particular attention to those candidates who represent minority groups. The increase in minority (and especially, black) students in 1975-76 may be attributed to continuing and persistent efforts by the Admissions and Integration personnel. These include:

1. Consistent and continuous visitations to predominantly black high schools, strengthening rapport with counselors so that return visits are requested and student recommendations made. Similar efforts are made at Community Colleges, by individual visits and participation in Transfer Day programs.

2. Continuation of bus trips to the campus for interested minority applicants. About half of the new minority student contingent matriculated on the basis of such visits, in conjunction with the Baltimore and Washington Open House Programs for Minority Students.

3. Close cooperation with College-bound programs and organizations for the identification of quality students, such as Direct Search for Talent and Washington's

* *See Appendix K in List of Appendices*

Project O.P.E.N. Regular communications, notice of SMCM developments, participation in their College Day Programs result in their recommending students. A four-year scholarship, contingent on continued academic performance, was instituted this year for black students of demonstrated academic excellence.

4. Current minority students have continued to play an outstanding role in Open House participation and as campus guides for visiting prospective students and their families.

5. Faculty and administrative staff also participate strongly in recruitment processes, particularly the series of Open Houses held on campus.

Retention: For the past two years, retention rates for black students have been better than those for whites. Of the 16 new black freshmen in the Fall of 1974, only one dropped out in January, five others in June 1975. As noted above, five also remained freshmen an extra semester. Of 30 entering in Fall 1975, only two left in January 1976. Seven black seniors expect to graduate in May, a number equal to the total for the past three years. Although six of this group chose to major in Social Science, current freshmen and sophomores have far broader academic interests, with some enrolled in each of the nine possible majors. Of special note is the drawing power of the three majors instituted in 1974: seven minority (three black) freshmen and sophomores are listed as Human Development majors, eight blacks are Music majors and two are in Natural Science. (See Appendix K).

Other factors influencing retention include: a tutorial program for minority students established and operated by the Minority Counselor; a similar veterans' tutorial program facilitated by the Veterans' Counselor; extensive efforts on the part of the Director of Counseling, Minority Counselor, and Integration Coordinator to resolve problems and counsel and advise minority students; encouragement and support by the Director of Student Activities for such programs as the Black Arts Festival and Soul Food Dinner; coordination and sponsorship by the Minority Counselor of a cultural center in the library, including exhibits and speakers from African and other third-world areas; establishment by the Dean of Student Services of a Committee on Minority Programming, which has both revitalized the Black Student Union and coordinated activities, events and community programs for minority students.

It should be noted that, although tutorial help is available for minority and other students, and will be expanded, the academic aptitude of new minority students is progressing to the point where this is of lesser need and concomitant transitional academic and social pressures are decreasing problems.

FINANCIAL AID

Minority students are eligible for a number of Federal aid programs (National Direct Student Loan, College Work-Study, Supplemental Educational Opportunity Grant, Basic Educational Opportunity Grant), State programs (especially Other Race Grants), and College grants: some 49 are benefitting from one or more of these need-based programs this year. Funds have been adequate to cover all minority students who applied and were eligible, thanks to the State's other race grants: 1975-76 showed an 88 per cent increase in such recipients over 1974-75. It should also be noted that minority students constitute 28 per cent of the total number receiving financial aid at St. Mary's this year, although they are only 7 per cent of the student body. Further, the average aid package for minority students is 56 per cent larger than that for non-minority recipients: $1,656 vs. $1,064. The average ORG award to the 44 benefitting from that program was $1,028 -- a very significant part of the total. Basic Education Opportunity Grants proved next most important for minority students, averaging $901 for the 29 concerned.

Without the availability of such funds we would have been unable to make the progress shown toward realization of our desegregation goal. With continuing inflation and increased tuition and board changes mandated for the coming year, even greater support will be vital to future advances.

EMPLOYMENT COMPOSITION

Profile: Minority representation in the employment composition of St. Mary's College has changed little. As in September 1974, one Black and one Hispanic male are numbered among the full-time faculty of 64; the part-time faculty of 23 has no minority members.

In October 1975, there were two black female professional administrators out of 29: one (the Minority Counselor) resigned in January because of serious health problems and has now been replaced by a Black male. In each 1975-76 semester, two athletic coaches were black: the previously part-time Veterans Coordinator has now been made full-time — these represent advances over 1975.

As of October 1975, 29 of 83 non-professional employees, or 34.9 per cent, were black: no other minority groups were represented. Since that time, one black male and two black females have resigned or retired from this group, one male and one female have been added.

Recruitment: Eight full-time faculty, 13 administrators, and 19 (11 between 10/1/74 and 9/30/75; 8 after 10/1/75) classified employees were recruited during or for 1975-76: no faculty, one administrator, and 4 classified employees were black. As in past years, faculty positions and some administrative openings were advertised nationally in such publications as the Chronicle, the New York Times, and professional journals; other administrators were also sought through attendance at relevant conventions (ACPA) and Affirmative Action Register advertisements. In addition, direct approaches were made to such organizations as the Cooperative College Registry, HERS, Maryland Affirmative Action Officers Talent Bank, Maryland Council Equal Postsecondary Education Office, Maryland Bureau of Employment Security, regional educational and social service agencies. Although employment of minority staff did not result, it is perhaps encouraging to note that five of 120 applicants for two Residence Directorships were black, as was one of 126 applicants for a Chemistry Instructorship. Two "other" minority candidates applied for the Social Sciences Division Chairmanship. In most instances, however, the race of applicants is not evident from their documents.

Data bank materials from the Southern Regional Education Board and the Maryland Council Central Placement Bureau have been circulated promptly but thus far have not been very useful. It is hoped that Central Placement Bureau listings will be available in the fall next year.

As noted in the first report, despite the College's excellent salary levels and regional environmental beauty and advantages, candidates must also consider the isolation of the institution, the local school system, housing availability and cost, and the paucity of a minority peer group.

In-Service Training Programs for Classified Employees: The major training for classified employees is on-the-job. However, two members of the clerical/secretarial staff attended conferences on personnel paper work processing and retirement planning; all participate in machine operation training sessions. The Health Center staff of five

will attend a two-day workshop in June, sponsored by the College Health Nurses of MNA, covering current problems in college health care.

Members of the Maintenance staff attend specialized courses off-campus as needed: two attended a week-long course this year on heating, ventilation, and air-conditioning control; two others completed welding courses. Last year, one member went to refrigeration school. At intervals, seminars are held on campus to initiate new or improved methods -- in cleaning floors and walls, for example. Specialized instruction is also provided in carpentry and in installation, repair, and changing combinations of the extensive lock system of the College.

The Board of Trustees has recently approved a policy of free tuition for employees, their spouses, and dependent children, under certain conditions. Employees may enroll for as many as 8 credits of study, during off-duty hours, on a space-available basis, beginning in 1976-77.

ADMINISTRATIVE COORDINATION

The Affirmative Action/Equal Opportunities Committee, as reorganized in September 1974, continued to represent the varied composition of the College: Three of the four women and five men members are black; faculty, administrators, classified employees and students constitute the group. The liaison for the President, a woman, was also named Affirmative Action Officer for the College this year. 1975-76 concerns of the Committee have been the establishment and the monitoring of a records and a reporting system for new appointments, formulation of an Affirmative Action Plan for the College, and investigation of a possible Affirmative Action complaint. The Committee also encouraged the Black Student Union to share its goals, plans, and concerns. The Affirmative Action Officer consulted with the Maryland Council Equal Postsecondary Education Office, AASCU, and the Maryland Affirmative Action Officers Association on a number of questions.

TOWSON STATE COLLEGE

Second Mid-Year Desegregation Status Report: Summary Report
May 1976

Towson State College offers a wide variety of undergraduate programs in the liberal arts and sciences, teacher education, applied health, and business administration, as well as masters degree programs in educational and liberal arts specialties. Located in the northern suburbs of Baltimore, Towson serves a geographically and socially heterogeneous population. In the last seven years, the College has undertaken to make its programs and services more responsive to the needs and aspirations of all segments of society.

In addition to its responsibilities under the Maryland Plan for Completing the Desegregation of the Public Postsecondary Institutions in the State (Feb./ May, 1974), Towson State College has also undertaken the implementation of a comprehensive Affirmative Action Plan. Compliance monitoring under both the Desegregation and Affirmative Action Plans has been assigned to the Affirmative Action Officer, who reports directly to the President of the College.

The development, implementation, and evaluation of programs to support the desegregation and affirmative action goals of the College is a continuous process at all levels of the College. The comprehensive Management Information System now being developed by the Maryland State College Information Center for use by the seven State Colleges will be an invaluable tool for accurate workforce reporting and for monitoring compliance and pinpointing problem areas. Other monitoring processes are described in the body of this report.

STUDENT COMPOSITION

There has been a gradually increasing other-race presence in the student body over the past several years. Particular areas of focus, in moving toward the 1980 goal of a 14-16% black student population, are recruitment, retention, and student progress.

Minority recruitment, under the direction of the Assistant Director of Admissions with the help of student recruitment teams, emphasizes the recruitment of larger numbers of high quality minority students. To make prospective minority students aware of the educational opportunities at Towson State College and to present the College as having an environment that is socially and psychologically suitable for minority students, the minority recruitment program conducts high school visitations and participates in a variety of talent search and support programs, including Direct Search for Talent, Project OPEN, National Scholarship Service for Negro Students, Upward Bound, and Project GO.

Retention and student progression are inter-related problems. Retention of minority students depends not only upon creating a campus climate which is conducive to multi-racial harmony and providing specific counseling and support services, but also upon developing programs which enable the minority student to make reasonable progress toward the degree and other academic goals.

The College provides multi-dimensional programs to increase the retention of other-race students. The programs of the Afro-American Cultural Center (a unit of the Division of Academic Affairs) and the Black Student Union (a student organization), provide a focus of campus life for black students. AACC events, including lectures, rap sessions, two film series, and student-led public

programs, increase campus-wide awareness of black culture and draw a wide audience of both black and white students.

The Study Skills Support Services Center offers developmental courses, individual subject-matter tutoring, academic counseling, and a summer transitional program for provisional students. SSSSC services are available to all students of the College. Expansion of the tutorial program has allowed the SSSSC to meet more of the specific subject-matter needs of its clients.

Recent data indicate that the retention patterns of black and white students are becoming more similar; that is, the development of supporting mechanisms has assisted in reducing the higher rates of academic dismissal and dropping-out of black students which formerly prevailed. However, these data indicate that black students are not progressing toward the degree as rapidly as are whites. Additional studies are projected in order to pinpoint more accurately the factors producing this phenomenon.

Comprehensive plans are underway to assure that all Towson students are equipped with basic verbal and mathematical competencies necessary for academic success. The program in verbal competency, which will become effective in September 1976, features a multi-level system of writing courses leading to the achievement of proficiency at the Freshman Composition level. The program in mathematical competency, scheduled to go into effect in September 1977, will depend upon competency testing, supported by a cohort of skill-building courses. These competency-based remediation programs are designed to insure that, as early as possible in his/her college career, every student receives appropriate assistance in developing the basic skills necessary for academic progress.

FINANCIAL AID

Minority students, especially black students, constitute a far larger proportion of financial aid recipients than they do of the student population as a whole. Less than 10% of the full-time undergraduate student body, minority students currently receive 52% of federal grant monies and 20% of federal "self-help" monies (NDSL and College Work-Study). Additional expansion of the Other Race Grant funding will be necessary in order to continue to meet the financial-aid needs of an increasing minority student population. The extension of the Other Race Grants to graduate programs is a welcome move; however, increasing support at the undergraduate level is also crucial.

EMPLOYMENT COMPOSITION

There has been a slight but steady rise in the percentage of faculty and staff who are black. Efforts are underway to increase the numbers, visibility, and job satisfaction of minority faculty and staff members.

Recruitment of faculty continues to be a priority item. Through the use of various public-service "talent banks" as well as wider advertising, we have increased the applicant pool from which to select new faculty members.

Continuation and expansion of the recently-instituted Maryland Council for Higher Education registry service will be of assistance in further expansion of the minority candidate pool. Efforts are now underway to develop administrative recruitment procedures parallel to those used in recruiting faculty members.

For academic year 1976-77, Towson has been granted four $1,000 graduate Other Race Grants. Since these grants may be used only for tuition and fees, the College is committing additional monies to provide professional working experience for the recipients of the grants. This affirmative action commitment on the part of the College insures that the grant recipients not only have the opportunity to earn a masters degree, but also receive marketable on-the-job experience in their fields.

In order to enhance the job opportunities of incumbent minority personnel, we are placing increasing emphasis on in-house training programs. Job-related training is offered under the authority of the Personnel Training and Development Manager, who also encourages classified employees to participate in the various State training programs which will qualify them for higher level positions. Basic education courses, leading to the high school equivalency, are available, and the State Colleges tuition-waiver program allows employees to take courses leading to a bachelors or masters degree. The institution, beginning in September 1976, of the MCHE Other-Race Internship Program will provide an additional method of job-related training. We suggest that a further program, to underwrite the expenses of Doctoral study by incumbent faculty and administrators, would be of assistance in preparing minority personnel for advancement to the upper academic and administrative ranks.

ADMINISTRATIVE COORDINATION

The Affirmative Action Committee serves as the Multi-Racial Coordinating Committee specified in the Maryland Desegregation Plan. Primary responsibility for monitoring and program development rests with the Affirmative Action Officer. The Affirmative Action Officer maintains liaison with counterpart personnel in other institutions, systems, and State agencies, as well as coordinating the internal efforts to achieve desegregation and affirmative action goals.

PROGRAM COORDINATION

Towson State College remains committed to inter-institutional cooperation, particularly with the nighboring predominantly black institutions, Morgan and Coppin. At the graduate level, the reciprocal arrangement with Morgan State University is particularly strong. The co-op program at the undergraduate level remains small though viable; modifications to the registration procedures and the provision of a regular bus service among the participating campuses might make the program attractive to a larger number of students.

CONCLUSION

Towson State College is making progress in its stated goals of desegregation and affirmative action. The increase in Other Race Grant funds and the forthcoming

expansion of the concept to include the graduate level are welcome signs of the State's budgetary commitment to desegregation, as is the approval for two new professional positions in the Study Skills Support Services Center. However, continued progress toward the 1980 goal of a 14-16% black student body and an appropriately integrated staff will necessitate additional funding for both staff and financial aid. Critical staffing needs in the Skills Center and the Admissions Office limit our ability to recruit and serve minority students.

The College therefore continues to request adequate funds for support staff and financial aid.

SECOND MID YEAR DESEGREGATION STATUS REPORT
UNIVERSITY OF BALTIMORE
1976

In January 1975, as a result of an action of the Maryland General Assembly in 1973, the University of Baltimore was brought into the state higher educational system as "an upper division academic institution", that is, third and fourth collegiate year and post graduate studies. As a specialized upper division/graduate/professional institution, the only one of its kind in Maryland, the University consists of:

- The College of Liberal Arts
- The School of Business
- The Graduate School
- The School of Law
- The College of Continuing Education

The primary undergraduate function of the University is to provide academic opportunities and services at the Junior-Senior level to transfer students from community colleges and elsewhere. A liberal transfer of credit policy has been instituted to accommodate transfer students from community colleges and other colleges. Each college of the University has specific objectives; but all strive to transmit to students:

- Mastery of a field of knowledge
- A critical appreciation of the nature and application of knowledge, an
- understanding of society, and a sense of individual purpose and creative accomplishment
- The need for constructive participation in the democratic processes of the University and the larger community in which it functions

Student Composition

Attached please find a statistical break down of minority and non minority students, both male and female, part-time, full-time, undergraduate, Graduate and Law students. It is interesting to note that Black undergraduate students composed 12.52% of the student population in the Fall 1974. For Fall 1975, Black undergraduate students compose 17% of the student population. There have been increases in minority enrollment in undergraduate, Graduate, and Law School.

Admissions Criteria

The undergraduate schools have been changed to conform to upper division status. The Maryland Council for Higher education defines upper divisional status for the University of Baltimore to mean that full-time enrollees shall be only those students who are enrolled at the Junior level and above. As of the Fall 1976 semester, or thereafter, a minimum of 56 credits must be earned outside the University of Baltimore for a degree/certificate/diploma at that institution. In September 1976 we will admit as full-time students only those persons who have accumulated 56 credits or more. After September 1976, no person without Junior standing or above may be enrolled for more than 9 credit hours per semester. None of the above definitions shall be applicable to

students enrolled at the University of Baltimore prior to the Fall Semester, 1975.

Graduate Programs at the University are at present almost entirely part-time evening programs. All Graduate programs have the option of requiring additional admissions devices such as letters of recommendation, Graduate Management Admission test scores, Graduate Record Examination test scores, letters of recommendation, and a satisfactory grade point average. Nevertheless "conditional" admission is possible in all of these programs. A fact which maintains in part the "open door" admissions tradition of the University. An interview with the department chairman is necessary and required prior to enrollment.

Law School Admissions are based upon the student's college academic records and Law School Admission test scores. The average score for the last year's (September 1975's) entering class was approximately 590 on the LSAT and approximately 3.1 for the undergraduate grade point average. The Director of Law School Admissions has visited all Maryland institutions of higher learning and has made a special point of visiting those campuses which have predominately minority enrollment for recruitment purposes. The Law School has experienced some difficulty in attracting qualified minority students. It is a rigorous academic program and the qualified minority student is vigorously sought by all American Law schools. Our financial aid in terms of "Other Race" Grants has been severely limited. We have received a minority Law student Grant of $30,000 from the State Legislature. This grant will be most beneficial in assisting us in our recruiting efforts especially when we are competing against other Law schools for the minority student. The total number of minority Law students in attendance has increased. The Spring 1975 minority Law student enrollment figure was 1.2% or 14 full-time students. The Fall 1975 minority Law student figure is now 3.0% or 29 full-time students in attendance. At this time, there are no available data on the number of minority students entering the Law School from each of the other Maryland institutions, and from out-of-state institutions.

During the Summer of 1975, the Law School introduced its pilot program. This program introduced first year law students to academic preparation for survival skills in Law schools. They were exposed to many Law school concepts, ex., preparing legal briefs, legal writing, and in general, the format for a first year Law student's requirements.

First year Law students of 1976 will be introduced to an improved and expanded Summer Law program. New courses have been added to benefit the student. An improved orientation program and a "contracts" course will be added to assist the student in improving his/her legal skills. Minority students as well as non-minority students are encouraged to participate in this program. Student response to this program has been favorable. The statistical breakdown of minorities enrolled in the Law School are enclosed.

The University's Counseling Center has established a Study Skills Center to aid in the retention of all of its students. The Study Skills Center offers review courses in English Writing, General College Math and group sessions involving improving study habits. These non-credit course offerings have been added to assist in the academic adjustment of Junior-level transfer students who still have writing, math and studying problems.

In judging the retention programs effectiveness would be too premature at this point. The study skills program is only into its 2nd semester. The student response to the program has been very favorable. 50% of the students enrolled in the English Writing, College Algebra and Improving One's Study Habits classes are minority students.

The Counseling Centers offers the College Level Examination Proficiency Exams (CLEP). A tutorial program is available for students whom require this service. At this time, there is no available data on minority and non-minority retention rates. We have long been a "stop in", "stop out" institution for adult working students. Plans to collect this data will be pursued so that it may be available for future reference.

Financial Aid

OFFICE OF FINANCIAL AID

The Financial Aid Office at the University of Baltimore administers Federal, state, local and institutional programs and strives to assist minority students financially in completing their degree plans at the University.

The purpose of the Financial Aid Office is to provide a "package" of financial assistance for the express purpose of helping exceptionally needy students meet their educationally related expenses. The "packaging" concept was used this year for the first time with partial success. For the concept to be fully realized at the University of Baltimore, we must increase the amount of Federal funds available, expecially in grants (SEOG) and work-study (CWSP). In addition, the institutional work program, V.A., and all other aid is now under the direction of the Financial Aid Office. This provides a more even distribution of aid to applicants, based on need. These changes also helped bring the office in line with Federal Guidelines requiring the monitoring of all non-Federal aid by the Financial Aid Office. Listed below is the volume of funds available for FY-76 through FY-78.

FINANCIAL AID AWARDED

	Actual 1975-76	Projected 1976-77	Projected 1977-78
X *Other Race Grant	$ 20,000	$ 40,000	$ 40,000
X *Other Race Graduate Grants		4,000	8,000
LEEP	150,000	150,000	150,000
NDSL	41,000	45,000	50,000
CWSP	33,500	53,000	65,000
SEOG I	7,557	10,100	20,000
SEOG R	11,800	32,600	45,000
**Institutional Employment	60,000	65,000	100,000
*Academic Grant	56,800	113,600	150,000
*Foundation Fellows	24,420	33,000	33,000
X *Minority Law Grants	6,500	50,000	100,000
A.B.A.	10,000	15,000	15,000
MHELC	240,000	300,000	350,000
BEOG	150,000	150,000	150,000
Application Fee Waivers	800	800	800
TOTALS	$596,377	$1,062,100	$1,276,800

*These are new programs that have been established by the state or the University of Baltimore Educational Foundation and have been placed under the administration of the Financial Aid Office.

**These programs that were formerly administered by the University of Baltimore Personnel Office have now come under the administration of the Financial Aid Office to better comply with the new Federal Law to insure that the University does not oversubscribe the need of any student.

X These forms of aid are designated by the State to help minority students attend the University of Baltimore.

The counseling aspect of providing financial aid to minority students is improving with the addition of an Assistant Financial Aid Director in our office, Ms. Claudia Robinson. Ms. Robinson will help in administering and directing all scholarships, grants, and loan funds which are within the responsibility of the College to disburse.

This should give us both more time to counsel minority students and to do a better job in the dissemination of financial aid information to prospective and current minority students.

Hopefully in the future there can be more time given to helping students develop realistic personal financial budgets as part of the preparation of financial aid application forms and as part of the adjustment to using financial aid funds to go to college.

Employment Composition

Statistical data which reflects minority and non-minority faculty, administrative and classified personnel is enclosed. The main difficulty that we foresee in this recruiting drive is the hard fact that in the academic areas of Business and Law, there are not many Black scholars (Ph.D. and J.D. level) being produced in the United States at this time.

New minority recruiting channels have been opened. The Faculty Data Bank Registry has been obtained and forwarded to the Academic Deans. The Faculty Data Registry is a listing of minority and non-minority scholars seeking employment. We are now advertising in the Affirmative Action Register and in local minority and non-minority newspapers for faculty and administrators. We also advertise in the Chronicle of Higher Education. The recruiting efforts will have to be expanded.

Currently, there are no in-service training programs for employees, but we certainly would implement such a plan were an occasion to arise where it would be appropriate.

Administrative Coordination

The work of the Multi-Racial Coordinating Committee is well underway. The committee members are as follows:

Mr. Ralph W. E. Jones, Jr., Chairman	College of Liberal Arts
Mr. Andrew A. Goletz	Law School Admissions
Mr. Lawrence R. Pearl	School of Business
Mr. Walter A. Rafalko	School of Law
Mr. James C. Shay, Jr.	Public Information
Mrs. Kay Feather	Admissions
Dr. Loretta C. Wozniak	Graduate School
Dr. Elaine Loebner	College of Liberal Arts
Mr. Courtney Neil Lyerly, Jr.	Financial Aid

Ms. Shiela Brooks	Law Student
Mr. Norman Alston	Business School Student
Ms. Doris Metzger	Liberal Arts Student

Students have been added to the committee's composition. The main function of the committee members is to review with the respective administrative offices of the institution our practices and procedures and to recommend to the president ways that activities of the University can be improved upon.

Program Coordination

The University has coordinated its M.S. in Criminal Justice program with the graduate Corrections program at Coppin State. Plans are underway for a Faculty and Student Exchange program, and plans are being developed for a joint Co-Op program involving our M.S. in Recreation program and Coppin State's Special Education Program. We are adopting in the Fall 1976 semester the same academic calendar as our neighboring sister state colleges. Different academic calendars hampered Co-Op programs to a large extent in the past.

Respectfully submitted,
Milti-Racial Coordinating Committee

MORGAN STATE UNIVERSITY *

SECOND MID-YEAR DESEGREGATION STATUS REPORT
SUMMARY

DESCRIPTION OF THE UNIVERSITY, ITS MISSION AND UNIQUE CHARACTERISTICS

A school with a particularly rich history of educating Black Americans of Maryland, Morgan has come through three major eras on its way to becoming the University it is today. It has been one hundred-eight years since the founding of the college which was to become Morgan College in 1890, Morgan State College in 1939, and Morgan State University in 1975. Since 1867, Morgan has grown from:

- ... a small and humble private institution to a significant and exciting public institution,
- ... an institution devoted primarily to education of Negroes to a university which serves an extensive clientele without regard to race,
- ... an institution with a handful of students to one with over 5,000 students,
- ... an institution designed primarily for the education of ministers to one offering undergraduate work in 22 departments and 45 areas of study, graduate work in several departments and dedicated to providing instruction in the liberal arts and sciences,
- ... a single classroom to a beautiful campus of 130 acres and 35 buildings,
- ... an institution with an annual operating budget of practically nothing to more than 17 million dollars in 1975,
- ... an institution with little impact on the community to one which has an international reputation as an outstanding institution of higher education, whose graduates are playing significant roles in state and national activities.

NARRATIVE PROFILE OF STUDENT BODY

FIRST-TIME FRESHMEN

Based on race data collected in Fall, 1975, the enrollment of first-time freshmen consisted of 1,231 new students. Ninety-seven percent (97%) (1,194) were black, 1.5% (19) were white and the remaining 1.5% were American Indian (3), Asian (1), Hispanic (2) and Other/Unknown (12).

UNDERGRADUATE

The statistical information on the undergraduate student body is based on data compiled on 86% of the total student body in Fall, 1975. Of the 4,600 respondents, 90% (4,138) were black, 4% (199) were white, 4% (187) were Foreign, 1% (43) were American Indian and the remaining 1% were Asian (13), Hispanic (6) and Other/Unknown (14).

* *See Appendix K in List of Appendices*

OTHER-RACE RECRUITMENT

The Office of Admissions and Recruitment continues to be the primary office with responsibility for recruiting other-race students to Morgan. The approaches used have not changed substantially from previous years, but rather they have become more intensified.

The use of other-race staff and students has increased both in the high school visits and campus activities. Two brochures were developed which specifically note the presence of other-race students at Morgan. (One which is entitled "Education Has No Color" is being widely disseminated to those who inquire either generally or specifically about white students at Morgan.) Campus activities have been geared to attract the broadest possible audience. Invitations were sent to all high schools in the state for the production of "River Niger" sponsored by Admissions. The band and theater group performed at selected high schools, both in Baltimore City and the counties of Baltimore and Howard in order to increase our other-race contacts. Finally, Admissions is conducting a survey in order to get more information from other-race students so as to develop a more specific recruitment program.

RETENTION PROGRAMS

Many mechanisms have been used to retain students at Morgan State. Some of these mechanisms are listed below:

1. Placement of freshmen -- 1957-1973: the Three Curricula Programs; 1973-Present: Differential Placement, Corrective Course Program.
2. Counseling and the Freshmen Orientation Program
3. A prediction equation for placement of freshmen
4. Placement by levels in English 101
5. The "A", "B", "C", "U" Grading system for freshmen
6. Students on probation pursuing a reduced academic load
7. Review of grades by the Academic Review Committee
8. Research on retention: GED and Provisional Students

The Freshmen Program also emphasizes honors programs and completion of courses through proficiency examinations.

The Counseling Center is responsible for interpreting profiles in individual conferences with students, peer counseling and overall coordination of the Freshmen Orientation Period. The Freshmen Orientation classes are taught by Counselors and meet twice each week, yielding one credit hour. The subject matter of this course is the student, divided into four major units: Introduction to each other; Morgan and expectations and requirements of post-secondary education; Study Methods and Skills; Individual and Interpersonal Growth and Development and Career Planning.

NARRATIVE PROFILE OF FACULTY, ADMINISTRATIVE AND CLASSIFIED STAFF

FACULTY

The faculty of Morgan consists of 283 full-time persons. Seventy-five percent (75%) (212) are black, 19% (55) are white, 1% (4) are Asian and 4% are American Indian (1) or Other/Unknown (11).

EXECUTIVE/ADMINISTRATIVE

There are 29 persons in Executive/Administrative positions. Ninety percent (90%) (26) are black and 10% (3) are white.

CLASSIFIED

There are 344 classified employees. Eighty-six percent (86%) (297) are black, 1% (4) are Asian and 13% •43) are white.

UNCLASSIFIED

The unclassified staff consists of 94 persons. Eighty-one percent (81%) (76) are black, 3% (3) are Asian and 16% (15) are white.

RECRUITMENT EFFORTS FOR OTHER-RACE FACULTY AND ADMINISTRATIVE STAFF

Search Committees for Departments have been instructed to include in their deliberations for new faculty and/or Department Chairpersons, consideration of persons of all races and both sexes, based on quality credentials as the first criterion.

Applicants have been sought but it might be recognized that there are substantial reasons that may be a part of lack of success with recruitment, chief among these factors--salaries are not competitive.

IN-SERVICE TRAINING PROGRAMS FOR CLASSIFIED EMPLOYEES

At present there are no formal training programs for classified employees except on-going, on-the-job training during the probationary period. Plans are in the making for employee training in education, skills and attitudes.

STATUS AND ACTIVITIES OF THE MULTI-RACIAL COORDINATING COMMITTEE

During the academic year 1975-76, the Committee has studied the Federal laws and Executive Orders which apply to higher education institutions and has familiarized itself with the State Desegregation Plan and the various reports issued by the Maryland Council for Higher Education. The Committee has made recommendations to the President on matters concerning the effective implementation of the Desegregation and Affirmative Action plans.

COOPERATIVE PROGRAM EFFORTS WITH OTHER INSTITUTIONS

Cooperative program efforts have not grown to the extent anticipated when originally established. One reason for this may be the lack of subsidized transportation as originally intended.

Morgan experienced during 1975-76:

26 Incoming students - Fall Semester
38 Incoming students - Spring Semester
64 TOTAL

Morgan students to other colleges:

10 Outgoing students - Fall Semester
16 Outgoing students - Spring Semester
26 TOTAL

FINANCIAL AID

SOURCES

Financial aid is available through a series of programs that include loans, grants, work scholarships and grants-in-aid. The source of funding is primarily at the Federal level, but is augmented by public monies from Maryland and other states, as well as institutional funds and those received through private sources.

ADEQUACY

Appropriations and levels of funding remain inadequate. FY76, however, has indicated some improvement in our student aid posture as the impact of the Basic Grant Program is noted. For FY76, it is expected that approximately 2000 students will have been processed for a sum involving approximately 1.9 million dollars.

In terms of the adequacy of the Other-Race Grant Program through this year, we find that the funding level has remained inadequate. The 1975-76 allocation of $160,000 has allowed participation of 195 students; this number could have been increased with a larger level of funding. It is believed that the lifting of certain restrictive clauses in the Basic Grant Program will allow for a degree of augmentation to the Other-Race Grant as we enter the 1976-77 academic year. It is believed that a far greater number of other-race students can be funded as we seek to combine the use of funds from these two sources.

UNIVERSITY OF MARYLAND AT BALTIMORE

SECOND MIDYEAR DESEGREGATION STATUS REPORT

1976

University of Maryland at Baltimore (UMAB) is located in downtown Baltimore. The campus has, in its educational complex, the only publicly funded School of Medicine in the State; the only Schools of Dentistry, Pharmacy, Social Work and Community Planning and graduate nursing programs in the State of Maryland; and one of the two Schools of Law in the State. University Hospital is an integral part of the educational environment. Teaching, research and service are the central purposes of UMAB, and the schools have attempted to integrate these three areas within their programs. Students enrolling in the various programs have previously completed two years of college, three years of college, the baccalaureate degree, or the master's degree, depending on the program to which they are admitted.

Student Composition

1. The student population for each professional school, by racial composition, is as follows (first time enrollees are listed in parentheses after total percentage of enrollment): Dentistry - White (W) 92%, Black (BL) 5.5%, Other Minorities (OM) 2%, (W 88.6%, BL 5.7%, OM 5.6%); Law - W 86%, BL 13%, OM 1%, (W 84%, BL 15.5%, OM less than one percent); Medicine - W 94%, BL 5%, OM 1%, (W 89%, BL 7.6%, OM 3.5%); Nursing - W 88%, BL 11%, OM 1%, (W 89%, BL 9.3%, OM 1.4%); Pharmacy - W 94%, BL 4%, OM 2%, (W 94%, BL 5%, OM 1%); School of Social Work and Community Planning - W 85%, BL 14%, OM 1%. Allied Health Programs have W 95%, BL 3%, OM 2%.

2. The admissions procedure and criteria for each school are as follows:

   Dentistry - Committee on Admissions acts on applications. Candidates interviewed at the discretion of the Committee. Applications may be filed after June 1 of the year previous to the desired date of admission. All applicants required to take the Dental Admissions Test (DAT). Candidates with proved ability in secondary education and successful completion of prescribed courses in pre-dental collegiate training are particularly considered.

Law - Committee on Admissions acts on applications. Applicants should file as soon after October 1 as possible and prior to March 1. Each applicant must register with the Law School Data Assembly Service (LSDAS) of the Educational Testing Services to which college or university transcripts must be submitted for analysis and calculation of the G.P.A. Law School Admissions Test (LSAT) is required. The Committee analyzes the applicant's entire record and all information filed by him. Primary consideration is given to undergraduate academic performance, the institution attended and the LSAT score.

Medicine - Committee on Admissions acts on applications. All requests for a place in the first year class must be initiated by an American Medical College Application Service (AMCAS) application. Request cards are usually available mid-June of the year prior to the year the applicant wishes to enter medical school. The AMCAS application is thoroughly reviewed and a determination is made whether a School of Medicine application form can be sent. The Medical College Admission Test (MCAT) is required. A letter of evaluation is required from the undergraduate pre-medical committee or if there is no pre-medical committee, letters are requested from two science and one non-science course instructors. An evaluation of the applicant's credentials is made by the committee to determine if an interview is to be requested. Criteria for admissions is based upon a composite estimate of the applicant's ability and future promise in the field of medicine as measured by his academic record, MCAT performance, pre-medical faculty recommendations, his personal characteristics and his overall standing as compared to other applicants applying that year. Specific college courses and credits at an acceptable level are required.

Nursing - Committee on Admissions acts on applications. All UMAB nursing students are advancements or transfers into the upper division nursing program. Freshman and sophomore (lower division) pre-professional requirements must be completed as a condition of application. Application for advancement or transfer to the UMAB campus for junior-senior study must be filed before March 15 for the fall semester. The Illinois Rhetoric Placement Test (IRPT) is being used for the first time this year. Enrollment is limited to the number of students that can be accommodated, and selection is made from applicants who are judged to have the most potential for completing the program. Academic performance in pre-professional courses is an important factor. A grade of C or higher in human anatomy and physiology and microbiology is required of all students. Two-thirds of the admissions are based upon grade point average alone in applicable credits to instruction. One-third of the admissions are based upon the grade point average and the IRPT score and personality test.

Pharmacy - A Committee on Admissions acts on applications. Candidates seeking admission should write to the Dean's Office, School of Pharmacy. All applications must be received by the Admissions Office by April 1 and all supporting records necessary for completion of the application process must be received by May 1. The Committee considers the applicant's academic achievement, extracurricular activities, personal characteristics as determined by interviews by the Committee members, and the scores on the Pharmacy College Admissions Test (PCAT). While a minimal QPA of 2.25 is required for application consideration, the average QPA of entering students is approximately 3.0. There are pre-professional course requirements that the applicant must have successfully completed.

Social Work and Community Planning (SSW & CP) - A Committee on Admissions acts on applications. Applications may be gotten from the SSW & CP and may be submitted throughout the year. February 1 is the admission deadline for the following September. Official transcripts of all undergraduate and graduate work should be submitted. Either the Graduate Record Exam (GRE), verbal and quantitative sections only, or the Miller Analogies Test (MAT) is required. Personal and academic references will be requested of all applicants. A personal interview with a faculty member may be required. The combination of GPA, GRE or MAT test scores along with references serve as the primary criteria on which admissions decisions are based.

3. Minority Recruitment Efforts: We are continuing our minority recruitment efforts through the thrust provided by the campus minority recruiter as described in the 1975 First Midyear Desegregation Report. Each of the schools continue to work with the minority recruiter and to develop their own internal capacities for more effective minority recruitment. Schools have developed recruitment brochures and fact sheets to better inform potential minority applicants. The schools are individually and collectively seeking means to increase the interest of and to attract qualified minorities. This involves substantially increased contacts with public school systems and undergraduate institutions in order to provide more extensive information to minority students about the range of professional career programs, and a substantial effort to provide guidance to both counselors and teachers concerning courses and course content that minority students need in order to enhance their qualifications for admission to the professional schools. We recognize, particularly in the health sciences area, that our recruitment efforts are confronted by a critical shortage of competitively qualified minorities whom other institutions are agressively recruiting. Therefore, our assessment is that recruiting alone, without programs to increase the supply, will not be an effective tool in substantially increasing minority enrollments. One of the program-

matic efforts we have used the past three years is to work cooperatively with undergraduate institutions to provide work-study placements on the UMAB campus in order to expose minority undergraduate students to the range of health professions alternatives available to them as well as to give them a first hand acquaintance with a health care setting, with the academic reference and to teaching and research faculty. We believe this program will have a growing impact upon the number of minorities who choose a wider variety of health care academic programs and who come better prepared to compete successfully. We also plan to broaden the exposure of undergraduate and high school teachers and counselors to the offerings available on the campus and the academic preparation necessary for admission.

As of summer 1976, all of the professional schools will have embarked upon summer academic programs for newly enrolled minority students. The intent is to give the minority student a beginning in the academic setting of the school without the pressure of a full schedule. Depending upon the length of the summer session, they receive one or two formal courses and have the advantage of tutors and a close personal relationship with instructional faculty during this period. This transition into the professional schools has benefited the minority student. The program reduces his course load during the fall semester, and reducing the initial shock of professional or graduate academic rigors that paralyzes many students. The summer session also permits the school to have a better picture of the students' academic weaknesses that need to be reinforced. We believe these programmatic efforts will effectively narrow the rate of attrition. The availability of the desegregation funds in the 1975-76 academic year has been of great value in our ability to offer student support and teaching resources outside the mainstream of the regular academic program.

Financial Aid

State grant funds are an instrumental asset in the ability of the campus to provide adequate student aid to minority students. These State grant funds are used in junction with federal and private scholarship resources. We are quite concerned with the rapidly diminishing federal and private aid resources. As we achieve greater success in reaching the objectives of improving black student enrollment on the UMAB campus, additional State funds will be needed. We use the school catalogues as well as special handouts and other materials to inform students, contemplating enrollment as well as those students already enrolled, of the resources that are directly controlled by this campus as well as external sources of financial aid. We encourage students to apply to all of the external resources in order that we may make maximum use of all resources

in their behalf. As tuition rates and the cost of living continue rising, we find it more and more difficult to meet the total needs of students.

We project financial aid need under the other race category, based upon the attainment of 14% minority enrollment, to be as follows: Fiscal year 1977 - $429,000; fiscal year 1978 - $672,000; fiscal year 1979 - $600,000. Our experience is that the allocation is always far short of the need.

Employment Composition

Faculty by racial composition at the professional schools is as follows: Dentistry - white 91%, black 3%, other 6%; Law - white 95%, black 2.5%, other 2.5% (1 black faculty member is on leave of absence during the current academic year); Medicine - white 85%, black 2%, other 13%; Nursing - white 94%, black 6%; Pharmacy - white 90%, black 5%, other 5%; Social Work and Community Planning - white 77%, black 17%, other 6%. Associate staff by racial composition is as follows: Dentistry- white 100%; Law - no associate staff; Medicine - white 77%, black 14%, other 9%; Nursing - white 78%, black 22%; Social Work and Community Planning - white 75%, black 12.5%, other 12.5%. Classified staff by racial composition is as follows: Dentistry - white 76%, black 21%, other 3%; Law - white 70%, black 30%; Medicine - white 70%, black 28%, other 2%; Nursing - white 87%, black 13%; Pharmacy - white 58%, black 42%; Social Work and Community Planning - white 77%, black 23%.

The schools continuing effort to recruit or retain qualified minority faculty persons includes the use of professional organizations and journals, in addition to newspaper advertisements where appropriate, to advertise vacancies. The SREB manual listing of minorities seeking faculty and administrative positions as well as a Central Placement Bureau Candidate Listing produced by the Maryland Council for Higher Education in March 1976 has been distributed to each of the professional schools. Traditionally, as potential minority faculty persons come to the attention of the Assistant to the Chancellor, their C.V.'s are circulated among the appropriate schools. Availability data on qualified minority faculty persons clearly indicates the limited field from which the schools are able to recruit. The slight drop in percentage of minority faculty in several of the schools reflect the loss of minority faculty who have been recruited from our ranks by other institutions. Additionally, two senior minority faculty persons are on sabbatical leave. We continue to search for, and have experienced modest success in adding to, upper level minority administrative staff. During the past year the Personnel Office has worked closely with the State Personnel Office to introduce to the campus and channel classified employees into a variety of specialized training programs sponsored by the State Personnel Office. We are also broadly advertising the continuing education program, with a fee remission policy, provided by University College. Many employees are taking

advantage of this opportunity to either take specialized courses or work towards a bachelor's degree to better prepare themselves for advancement in employment.

Administrative Coordination

This campus has always stressed the imporatnce of minority representation on policy making committees. The Chancellor, in concert with the Deans and the Director of the Hospital, carry responsibility for insuring minority representation on policy making committees.

Program Cooperation

In a discussion under student composition, the need to increase the supply of qualified minority students was discussed and it is in this area that our programmatic cooperation with other institutions is directed at this time. We submitted a proposal to DHEW in March of this year seeking funding of a consortium comprised of Baltimore City Public Schools, the predominately black institutions in the State of Maryland and UMAB as a collective effort to increase the availability of qualified minorities. We are awaiting word as to whether and to what extent the proposal will be funded. The UMAB schools, meanwhile, have individual efforts in a variety of areas with several of the predominately black undergraduate institutions. These efforts range from the possible exchange of faculty to projects such as assisting in the formulation of pre-professional clubs on the undergraduate campuses, conducting minority undergraduate visitations on the UMAB campus, on-campus summer programming with high school students, the on-campus utilization of undergraduate students in summer work-study, and a recently articulated 3/4 pre-medical program agreement between Morgan State University and the University of Maryland School of Medicine. The range of inter-institutional program efforts conducted by the schools or on a campus-wide basis are all geared towards achieving the objectives of the State Desegregation Plan and the UMAB campus plan. The multiplicity of activities in this area are necessary and are beginning to have gradual impact upon the objective of increasing minority enrollment.

UNIVERSITY OF MARYLAND AT BALTIMORE

First time (September 1975) minority enrollment by previous institution of higher education.

School of Dentistry:

Blacks (8)
- 2 Morgan State University
- 1 South Carolina State
- 1 Bethune-Cookman
- 1 Howard University
- 1 Goucher College
- 1 Boston University
- 1 Marquette University

Orientals (2)
- 2 UMCP

Spanish Surn. (4)
- 1 Goucher
- 1 Johns Hopkins
- 2 UMCP

Native Amer. (2)
- 1 UMCP
- 1 Towson State

Dental Hygiene 1 Oriental UMCP

School of Law:

Blacks (39)
- 1 Bowie State
- 1 C W Post
- 1 Florida A & M
- 1 Franklin Marshall
- 4 Howard University
- 2 Johns Hopkins
- 1 Macalster
- 1 Morehouse
- 9 Morgan State Unv.
- 1 North Carolina A & T
- 1 Notre Dame
- 1 North Carolina Central
- 1 Penn. State Unv.
- 2 Towson St.
- 1 Tufts
- 3 UMBC
- 4 UMCP
- 1 UMES
- 2 Unv. of Penn.
- 1 Wayne State Unv.

Orientals (1) 1 Carnegie Mellon Inst.

Spanish Surnamed (1) 1 Towson State

School of Medicine:

Blacks (9)
- 2 Morgan State Unv.
- 1 Spellman College
- 1 Tufts Unv.
- 1 Johns Hopkins
- 1 Temple Unv.
- 1 Harvard
- 1 Stanford
- 1 Loyola

Orientals (5)
- 4 UMCP
- 1 Syracuse Unv.

Spanish Surn. (1) 1 Unv. of Mayaguez

Medical Technology - Oriental (1) 1 UMCP

Physical Therapy - Blacks (3)
- 1 UMCP
- 1 Duquesne Unv.
- 1 Ohio State

Native Amer. (1) 1 UMCP

Radiologic Technology - Blacks (2)
- 1 UMBC
- 1 Towson St.

UNIVERSITY OF MARYLAND AT BALTIMORE (cont'd)

School of Nursing, Undergraduate:

Blacks (43)
- 9 UMBC
- 1 UMES
- 10 Community Coll. of Balto.
- 2 Montgomery Co. Jr. Coll.
- 6 Morgan State Unv.
- 4 UMCP
- 2 Howard Unv.
- 1 Lake Co. Comm. Coll.
- 1 Coppin State
- 1 Catonsville Comm. Coll.
- 4 Towson State
- 2 Prince Georges Comm. Coll.
- 1 Bowie State

Orientals (3)
- 1 Towson State
- 2 UMCP

Span. Surn. (1)
- 1 Towson State

School of Pharmacy:

Blacks (5)
- 3 UMCP
- 1 Morgan State Unv.
- 1 Rosary College

Spanish Surnamed (1)
- 1 UMBC

School of Social Work and Community Planning:

Minorities (26)
- 5 Morgan State Unv.
- 4 Coppin State
- 1 Unv. of Detroit
- 1 Anna Marie College
- 1 Hampton Institute
- 1 Benedict College
- 1 Unv. of Cincinnati
- 1 Howard University
- 1 North Carolina Central
- 1 Arizona State
- 1 Winston Salem
- 1 Niles College
- 1 Lincoln Univ.
- 1 Averett College
- 1 Univ. of Arkansas
- 1 UMBC
- 1 Towson State
- 1 UMCP
- 1 Pembroke Univ.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

SECOND MID-YEAR DESEGREGATION STATUS REPORT

The University of Maryland Baltimore County is just minutes from the Baltimore Beltway and Interstate 95, major links in the Washington-Baltimore-Philadelphia corridor.

Programs in the undergraduate school have been developed with an emphasis on future employment, integrating traditional liberal arts course material with practical methods of application. Similarly, UMBC's Graduate School offers master's and doctoral degrees in interdisciplinary programs, some unique in the region, which have been designed to produce men and women who are responsive to society's ever-changing needs. UMBC endeavors to produce "multi-purpose" individuals, each proficient in a set of skills and capable of adapting them to a variety of fields.

Equally important as its educational goals is UMBC's commitment to scholarly research, in the arts and in the sciences. It provides up-to-date libraries and equipment and in conjunction with the other campuses of the University of Maryland fosters significant advances in these areas.

Student Composition

UMBC's undergraduate student body enrollment for the fall 1975 semester was comprised of 2699 males and 2748 females. This figure includes 191 males and 326 females who are listed as part-time undergraduate students. Of the undergraduate total (5447), 18.8% are minority group members (as defined by HEW). Of the minority group total, 34.4% are male and 65.6% are female.

There has been a marked increase in the number of minority students entering UMBC as new freshmen. Of the 2356 total freshmen students, 26.1% are categorized as minority.

Of the 184 students enrolled in the graduate school, 12.5% are categorized as minorities with the largest concentration of minorities being classified as part-time graduate students. The breakdown is as follows:

Full Time Master's Program	Minority	Non-Minority
Experimental Biology	0	18
Applied Mathematics	0	8
Biological & Medicinal Chemistry	0	8
Community-Clinical Psychology	1	38
Policy Sciences	0	15
Applied Sociology	0	0
Sub Total	1	87

Doctor's Program	Minority	Non-Minority
Experimental Biology	0	4
Applied Mathematics	0	2
Sub Total	0	6
Part Time Master's Program		
Experimental Biology	0	19
Applied Mathematics	2	9
Biological & Medicinal Chemistry	1	7
Community-Clinical Psychology	0	4
Policy Sciences	4	16
Applied Sociology	0	7
Undeclared/Unknown Major	15	6
Sub Total	22	68
Doctor's Program has no part-time student enrollment.		
Total	23	161

Other race recruitment efforts have been extremely productive. The Office of Minority Recruitment has continued to do an outstanding job of recruitment of other race students. The number of full-time other-race students enrolled at UMBC in 1975 has increased to 19.5% of the total full-time student population. This percentage is well within the limits of the projected minority goal for 1980. Graduate school recruitment of minorities has been intensified through the concentrated efforts of the Office of Human Resources in conjunction with the various departments. These efforts have produced two candidates who will be recipients of Minority Fellowships in Applied Mathematics in September 1976.

There is no specific retention program designed especially for Blacks; however, there has been considerable effort put into minority student concerns. The Counseling Center offers a number of programs directed at minority students which include: consultation with upper division black students in the "Learning Together" peer help program; development of a Minority Student Forum which has as its purpose to generate information on the problems and needs of UMBC's minority students; establishment of the Minority Student Development Committee in the Counseling Center as a standing committee to develop programs and make recommendations for the Center's services; and the installation of a minority section in the Center's Career Library with special emphasis on minority students in non-traditional work roles. There are some other programs such as visitations to predominantly black high schools, serving as liaison with the Office of Minority Recruitment both at UMBC and UMAB, and working closely with the planning and implementation of the NIMH-sponsored RID Project which the Counseling Center carries out in cooperation with various other departments of the University.

The Learning Resource Program continues to serve as a viable entity in the area of minority student retention. Through its four components, LRP has assisted greatly in reducing the attrition due to scholarship.

Financial Aid

All of the programs offered by the Financial Aid Office are available to any student who exhibits financial need. Approximately 70% of the minority students enrolled receive some form of financial aid. Approximately 40% of the dollar amount awarded in 1975 was granted to minority students.

The Office of Minority Recruitment offers a Scholastic Achievement Award. This award is granted to eighty (80) minority students on an annual basis. The funds are provided by the UMBC Student Scholarship Program and administered by the Office of Minority Recruitment. In addition, the Graduate School offers Graduate Fellowships for Minority Students in the fields of study of Applied Mathematics, Experimental Biology, Chemistry Related to the Health Sciences, Community-Clinical Psychology, Policy Sciences, and Medical Sociology and the Sociology of Aging. The choice of fellowship winners is based mainly on academic qualifications, although financial need may be the basis for deciding between otherwise equally qualified applicants.

At the present time, the funds administered through the Financial Aid Office are sufficient to meet the needs of those students who apply. All admitted/enrolled students who qualify for financial aid at UMBC receive some form of funding. No student was denied for lack of funds, though some students receiving aid very late in the year received loan (NDSL) and/or college Work-study only after scholarship/grant funds were exhausted.

Employment Composition

There are a total of 307.62 faculty lines assigned to UMBC. Of this total, 18.67 lines are occupied by blacks representing 6.07% of the faculty. This percentage represents a decrease of black faculty; and although steps have been taken to insure faculty searches are being conducted to produce qualified and/or qualifiable minority applicants, some departments still lack black representation. These departments are American Studies,

Anatomy & Physiology, Biology, Chemistry, Classics, Foreign Languages, Geography, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology and Sociology. Exactly 50% of the black faculty is concentrated in the African-American Studies Department. The lines of black faculty, by rank, are distributed as follows:

Full Professors	3
Associate Professors	4
Assistant Professors	6
Instructors	5.67

The above includes full-time and part-time faculty assignments.

The Associate Staff is comprised of 82 personnel. Blacks represent 24.4% of the total Associate Staff assigned. The Associate Staff is broken down into levels, according to type and level of responsibility. Our records indicate the following:

RANK	TOTAL	MINORITY	PERCENT
I	20	4	20.00
II	42	10	23.81
III	14	5	35.71
IV	6	2	33.33

This indicates a fairly even distribution of blacks throughout all ranks.

There are 256 classified employees assigned to UMBC and 17.6% of these are black. A further breakdown of all non-faculty positions follows:

Occupational Category	Percent Minority
Officials and Managers	22.5%
Professional	17.6%
Secretarial/Clerical	15.9%
Technical/Paraprofessional	8.7%
Skilled Crafts	4.1%
Service/Maintenance	36.3%
Overall Minority Representation in Non-Faculty Positions	15.2%

The largest percentage of minorities still remains in the lower salary range.

A policy of advertising and searching for minority applicants in the Faculty ranks as well as Associate and Classified Staff has been instituted in an effort to increase minority representation at UMBC. This procedure consists of a requisition which requires documented proof of the efforts expended by the search committees to produce candidates in accordance with affirmative action guidelines. If neither a minority nor a female is under consideration for the position, the Office of Human Resources reserves the right to determine whether the search should be expanded to produce such a candidate. Furthermore, the final selection must be justified in writing if the candidate is neither a minority group member nor a female. This policy has been implemented to insure minority consideration for positions. Every job opening at UMBC at the level of Associate Staff or Faculty is forwarded to the Maryland Association of Affirmative Action Officers Talent Bank for recommendations for minority candidates.

The Office of Human Resources conducted two seminars, "Making Affirmative Action Work" and "Title IX". These seminars/workshops were designed to inform personnel of affirmative action guidelines and provide them with some methods of implementation. The NIMH sponsored Racism Intervention Development Project held two conferences "Desegregation and Affirmative Action" and "Equal Success, Not Just Equal Access". The main thrust of the first conference was achievement of goals outlined in the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. The second conference had as its purpose the examination of institutional racism and its effect in higher education. This conference also discussed the implementation of affirmative action and desegregation plans and policies and explored means of recruiting and retaining more minority students and faculty.

Due to the non-existance of funds, no in-service training programs for classified employees have been conducted. Plans have been made to conduct training for the purpose of upgrading skills, management and supervisory training. It is hopeful that this will be in the budget for FY 77.

Administrative Coordination

The Chancellor's Commission on Minority Student Education has submitted its first interim report to the Chancellor with its findings and recommendations. The areas examined and reported by the Commission are Minority Recruitment, Admissions and Registration, Faculty Structure, and Affirmative Action. A separate committee reported on Student Services which included Financial Aid, Career Development and Pre-Professional Advisement, Counseling and General Advisement, and Academic Assistance. The Commission is presently being reconvened. The minutes of the meetings of the Commission are available upon request.

The Chancellor has also commissioned an Affirmative Action Planning Committee whose purpose is to examine the utilization of minorities and females at UMBC and if underutilization exists, to

intensify efforts to correct the inequities. This committee is presently drafting an update to the existing affirmative action plan to insure the establishment of effective and specific objectives and procedures for equalizing opportunities in each employment unit; to eliminate and/or correct any inequity which perpetuates or results from discrimination toward minority groups and women; and to intensify recruitment and consideration of minority group members and women to insure that candidates and employees with appropriate qualifications, potential and responsibilities are afforded equal opportunity for selection, training and promotion and will be compensated without disadvantage due to race or sex.

The University Senate has a Committee on Equal Rights and Opportunity and one of its major thrusts is to ensure that minority and female representation exists on all university-wide standing committees. Some of the committees with minority representation include the Chancellor's Committee on Pre-Entry Summer Programs, the Committee for Improving the Social and Academic Environment at UMBC, the Future of the University Committee, and the Faculty Affairs Committee. In addition, efforts are also made to include minorities on screening committees for major appointments.

Program Cooperation

The Cooperative Education Program at UMBC has as its primary purpose the encouragement of eligible students attending a public four-year institution in the Greater Baltimore Area to pursue courses for credit at no additional expense, at any other public four-year institution located in near proximity. It is hoped that students participating in this project will be able to enrich their collegiate experience and expand their intellectual curiosity by spending a portion of their time in colleges or universities at other than their home institution. The participating institutions include Bowie State College, Coppin State College, Morgan State University, Towson State College, UMAB, and UMBC. Only full-time undergraduate day students who are in good academic standing are eligible to participate in the project.

UNIVERSITY OF MARYLAND
COLLEGE PARK CAMPUS

SECOND MIDYEAR DESEGREGATION STATUS REPORT

General Description

The College Park campus of the University of Maryland is the largest and most comprehensive campus of the system. In a large number of academic and professional fields, the College Park campus offers programs of study ranging from the introductory college level through advanced undergraduate to graduate and post-doctoral study. The objective of the campus is to offer the widest range of opportunity for all members of its community to develop their human potential to the fullest.

35,890 students and 7,051 faculty and staff members are affiliated with academic divisions and/or administrative departments on the College Park Campus. The five academic divisions include: Agricultural and Life Sciences, Arts and Humanities, Behavioral and Social Sciences, Human and Community Resources, and Mathematics and Physical Sciences and Engineering. The Chancellor heads the academic and the administrative structure of the campus as the chief executive officer. He is aided by Provosts of each division, and by Vice Chancellors with responsibilities in academic affairs, student affairs, administrative affairs, and planning and policy.

Within the overall policy and policy guidelines established by the Board of Regents for the University of Maryland (and described in the "Maryland Plan for Completing the Desegregation of Public Postsecondary Institutions"), the College Park campus implements its own program of equal education and employment opportunity. The College Park Affirmative Action Plan of December, 1972 resulted from a long-term campus-wide effort. Since the adoption of the Plan, the campus has concentrated on the development of internal mechanisms and structures necessary to implement and monitor the Plan. Individuals in each of the five academic divisions and administrative areas have been given authority and responsibility for implementation within their area. They have been aided by the Director of Human Relations Programs, who reports directly to the Chancellor, and who is responsible for horizontal coordination and monitoring of affirmative action and equal opportunity programming across all aspects of the campus.

Of special concern to the Human Relations Office, and to the College Park campus over the past two years, has been the development of a Human Relations Code for the campus. The Code has now received full campus approval and is in force. It contains detailed mechanisms for the handling of complaints and grievances raised by any member of the College Park community.

Student Composition

The total student enrollment on the College Park campus for the Fall, 1975 was 35,890 of whom 28,561 were undergraduates and 7,329 were

graduates. Taking into account the different and improved data format which distinguishes between foreign students and minority students, the Campus as a whole improved on its performance in 1974 in all minority group categories for undergraduates. Greatest improvements were shown for entering freshmen in all minority groups. At the graduate level the percentage of Blacks rose from 4.2% to 4.45% while that of Hispanics rose from .68% to .81%.

The Office of Minority Student Education has continued its successful recruitment efforts. In cooperation with the five academic divisions, the Office has focused during the past year on retention. Substantial improvements in retention rates have resulted. In the Fall of 1975, as compared with 1974, there was a 73% return rate for Blacks, 83% for Asian Americans, 68% for Hispanic Americans, and 70% for Native Americans.

Financial Aid

The financial aid picture for minority students on the College Park campus continues to be positive. The largest financial aid program is the Basic Educational Opportunity Grant Program which provides 1,447 annual awards at an average amount of $1,000. Of freshmen receiving these awards, 58.6% were Black; 3.7% were Asian; 1.5% were Hispanic; and .3% were American Indian. For upperclassmen, the percentage of Blacks drops to 53.5%, but that for Hispanic and Asian Americans rises sharply to 3.4% and 4.2% respectively. A similar pattern is evident in the BEOG program; while Blacks comprise 99% of the recipients of the Frederick Douglas Scholarship Program.

Employment Composition

The revised data format which separates foreigners from American-born minority group members makes precise comparisons difficult; but there has been a significant improvement in the numbers of minority group employees on the College Park campus. Among faculty the percentage of non-white members rose from 6.0% to 8.1% between fall 1974 and fall 1975. Approximately 75 minority group members hold professional administrative positions. The campus continues to employ a high percentage of minority group applicants at the classified levels with an increase in the last year from 23% to 29%. Active recruitment among minority groups continues to be a priority of the campus with responsibility delegated to the various divisions and administrative offices. The College Park campus recognizes the importance of in-service employee training and offers many voluntary programs. These programs, ranging from one or two day seminars to twenty-eight week in-depth training courses, are open to all employees, and have had several hundred participants in the last year. An example of a new training program of special benefit to minority group members is one which provides training in English grammar, reading skills, and spelling for Spanish speaking students.

Administrative Coordination

Although there is no campus-wide requirement which mandates minority representation on policy-making committees, the Chancellor and the College Park Senate are making special efforts to insure that the interests of minority group members are well represented on such committees.

Program Cooperation

Although there have been no specific new program efforts begun within the last year, the College Park campus, as a part of the University of Maryland, cooperates with the Maryland Council for Higher Education and with other educational institutions in Maryland on the implementation of the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions of the State.

SECOND MID-YEAR DESEGREGATION STATUS REPORT

UNIVERSITY OF MARYLAND, EASTERN SHORE

May 1976

The University of Maryland, Eastern Shore is a four-year co-educational public institution offering a variety of programs in the arts, sciences, business, agriculture, and industrial and mechanical arts. The UMES campus seeks to create an atmosphere of academic excellence, innovative studies and professional development of its students and faculty through research and self-realization.

The overall thrust of the UMES objectives is to provide educational opportunities which are varied in nature, excellent in quality and designed for the fulfillment of the needs of society in general, the State of Maryland and the Eastern Shore in particular. UMES' uniqueness lies in the fact that (a) it is one of two institutions in the State offering comprehensive land-grant curricula; and is the only institution on the Eastern Shore having such curricula available; (b) it provides supportive and auxiliary programs for the educational development of high school and college students from the lower socio-economic strata of society; and (c) it provides unusual educational opportunities for undergraduate students to participate in specialized research.

STUDENT COMPOSITION

The Fall 1975 enrollment at UMES consisted of 1103 full-

time and part-time students, of which 871 students were full-time and 232 part-time. The geographic composition of the student population included 63% Maryland residents, 26% out-of-state residents, and 11% residents of foreign countries. The racial composition of the student body has continued to improve significantly due to concerted efforts in recruitment and increased community involvement. Of the 1103 students enrolled in the fall of 1975, 71% were Black, 19.4% were White, 9.0% were foreign, .5% were of Hispanic origin, and .1% were Asian. The racial composition of students who entered UMES for the first time in the fall of 1975, showed 81.9% Black, 1.1% of Hispanic origin, .4% Asian, 11.6% White, and 5.0% foreign. The total number of first-time students which included transfer students was 271.

Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. The 1976-77 other race budget has remained at the same funding level as it was for the 1975-76 fiscal year. Although the 1976-77 funding level will not cause an immediate and severe economic impact on our current recruitment efforts, it will, however, weaken efforts to increase "other race" student enrollment as projected in the Desegregation Plan. It is the UMES policy to encourage students, faculty and staff to assist in the recruitment efforts made by the UMES Office of Recruitment. The Office of Recruitment has engaged in activities such as visiting high schools, participation in school events and

college night affairs throughout the state. To complement the activities of the Office of Recruitment, community events sponsored by the UMES Human Relations Committee have been instituted to offer additional exposure of the UMES campus, faculty and staff to the public. The Co-operative Education and Career Planning and Placement Offices have sponsored Career Days with special invitations to high school students and guidance counselors. Advertisements in newspapers and on television relative to UMES have been expanded. These activities have been designed to increase the public's awareness of UMES programs and educational opportunities with special emphasis to attract "other race" students.

Retention programs for all students, including "other race" students, are a part of the general educational programs offered at UMES. Improvements in the quality of campus life for "other race" students and academic study skills programs include tutorial sessions, student counseling services, special cultural and educational events such as the Annual Spring Arts Festivals, the Visiting Scholars Program, and special dinner shows. All students are encouraged to participate in student activities planned and developed by the Office of Student Affairs.

Statistics, as provided by the Office of Institutional Research, indicate that the total number of students not returning to UMES for the Spring 1976 semester was 252 (22.84%) out of the 1103 students enrolled during the Fall 1975 semester. Of the 252 non-returning students, the racial composition

was as follows: 61% Black, 27% White, .4% Spanish, .4% Asian, and 11% foreign. The Office of Institutional Research is expanding its data base to ascertain the percentage of non-returning students due to transfers to other institutions and academic dismissals.

FINANCIAL AID

Currently financial aid funds are administered through the UMES Financial Aid Office. Financial aid is available to any student who demonstrates financial need.

Approximately seventy-five percent (75%) of the total student population receives some kind of financial aid. Financial aid programs include the Basic Educational Opportunity Grants, Supplementary Education Opportunity Grants, and National Direct Student Loans. Students are also encouraged to participate in and apply for State Insured Loans (Bank), House of Delegates and Senatorial Scholarships. Scholarships are awarded under the General State Scholarship Programs and a limited number of scholarships in nominal amounts are awarded from contributions made to the UMES Scholarship Fund. Special efforts are being made to increase alumni and community support in the UMES Scholarship Fund.

"Other race" funds are available to students based upon need with priority given to "other race" students. The availability of such funds has been instrumental in attracting "other race" students and thereby furthering our desegregation efforts. This year, for example, ten "other race" scholarships have been made available specifically to each of nine high schools on the lower Eastern Shore.

Although financial aid is available to students at UMES, both federal aid funds and state funds are sorely inadequate to meet the needs of our students. The economic necessity of increased tuition, fees, and educational costs to our students has caused severe financial strains in providing aid to UMES students.

EMPLOYMENT COMPOSITION

The University of Maryland, Eastern Shore maintains a policy of equal employment opportunity. In keeping with applicable law, no applicant shall be denied employment because of race, age, sex, creed, national origin, or political affiliation.

UMES has been extremely successful in recruiting, hiring, and retaining a racially representative staff in all areas of employment. In the Fall 1975, 71.4% of the Executive/Administrative/Managerial Staff were Black and 28.6% were White. In the faculty-instructional area of employment, 55% of the faculty were Black and 45% were White. The professional non-faculty area represented the most racially balanced segment of the employment composition of UMES with 50% of the employees being Black and 50% White as compared with previous year statistics (Fall 1974 figures were 53.57% Black, 41.07% White, and 5.36% other minorities). The classified staff data for Fall 1975 was 70.7% Black and 29.3% White. The changes in the racial composition of the classified staff represent significant increases in White employment as compared to previous year changes (Fall 1973--79.86% Black, 19.42% White, and .72%

Other; Fall 1974--73.72% Black, 25.62% White, and .64% other minorities).

Special emphasis is being placed on the recruitment of other race faculty. The UMES Visiting Scholars Program coincidentally serves as an instrument of desegregation through the attraction of scholars of all races to conduct workshops, conferences, and seminars.

In-service training programs for classified personnel have been implemented with the cooperation of the Department of Public Safety. The Police Department In-Service Training Program is designed to provide UMES Security Officers and other interested personnel with an overview and basic understanding of modern law enforcement as it relates to universities and the public. In-Service Training Programs are being developed for all UMES physical plant and library personnel.

PROGRAM COOPERATION

Continued and expanded program cooperation between UMES and SSC, and UMES and other campuses of the University of Maryland system have continued to be emphasized in accordance with the commitments made in the Maryland Desegregation Plan. Particular emphasis has been placed on efforts to improve the quality of offerings provided by the campus and to eliminate the duplication of programs. These cooperative efforts serve the dual purpose of providing expanded opportunities for our minority students while, at the same time, providing an attraction to "other race" students who wish to benefit from

these arrangements. To facilitate the cooperative efforts between UMES and SSC, adjustments have been made in the coordination of each school's academic calendar, registration procedures, and class schedules. These changes have resulted in increased participation of students at UMES and SSC. For example, one of the programs at UMES which has had special appeal to the students of SSC has been the program in Aerospace Studies which has evidenced a significant increase in student enrollment from Salisbury State College.

ADMINISTRATIVE COORDINATION

The UMES segment of the Desegregation Plan continues to be administered and monitored by the Executive Cabinet and the UMES Senate. However, the Human Relations Officer is responsible for the day-to-day general supervision and monitoring of desegregation activities.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
SECOND MIDYEAR DESEGREGATION STATUS REPORT
1976

Description

University of Maryland University College (UMUC) is the adult/continuing education campus of the University of Maryland system. Its mission is to extend and utilize the resources of the University of Maryland and of the community to provide a broad spectrum of educational programs to adults who wish to continue their education. UMUC seeks to meet this challenge by offering credit and non-credit programs, designed to provide the flexibility needed by the adult student who cannot or chooses not to attend classes on a full-time basis, while maintaining the appropriate academic standards.

UMUC is unique from other campuses in the University system in that (1) it provides these educational programs without any direct State support, (2) it realizes that the needs and objectives of the adult student differ from those of the traditional college student and has designed educational opportunities and support services consonant with these differences, and (3) it is frequently called upon to meet the needs of groups as well as of individual students.

Student Composition

In Fall 1975 enrollments in UMUC statewide credit programs totaled 11,901; of this number 6862 were male and 5039 were female. Approximately 15% of this group are categorized as minorities. While UMUC draws students from throughout the State as well as out-of state and from foreign countries, because of its non-residential nature the majority (70%) of its students are from Anne Arundel, Montgomery, and Prince Georges counties. Of students enrolling in Fall 1975, over 85% are classified as part-time students, most of whom are employed in full-time positions.

Other-race recruitment efforts have continued to focus upon agency and employer involvement. Efforts with USDA's Upward Mobility program exemplify this thrust. Current data (Spring 1976) indicate other-race students constitute in excess of 80% of the 193 participants in this program. Unfortunately federal budget cutbacks have hindered expansion of this program to other agencies. During the past year UMUC's community liaison visited junior and community colleges, secondary schools, and businesses to recruit students. Emphasis was given to institutions with large numbers of other-race students, such as the Community College of Baltimore.

While there is no retention program designed specifically for minority students, UMUC has designed several options and support services for all adult working students which enable them to meet their educational objectives. Among these services and options are: a liberal credit transfer policy; CLEP and course challenge examination programs; pre-examination review courses; liberalized residency requirements;

expansion of the Weekend Program; career, socio-emotional, and academic counseling programs; and financial aid for part-time students.

Data on retention are currently being collected and analyzed.

Financial Aid

Financial aid programs available to all UMUC students include Federal programs; Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan, College Work Study, and Guaranteed Student Loans, and the Maryland State Scholarship Program. Data indicate 27% of financial aid recipients were other-race students. In addition UMUC participates in the Law Enforcement Education Program (LEEP). Participants in this program currently number 574.

To date, adequate funds for scholarship and grant programs have not been available. Unfortunately, UMUC has not been successful in securing State funds for Other-Race Grants. The Financial Aid Office continues to seek alternative sources of funds and operates a referral service for students needing assistance.

Employment Composition

UMUC faculty are drawn from three sources: full-time annually contracted faculty, faculty employed by other campuses of the University of Maryland system who are employed by UMUC on an overload basis, and non-University personnel. In Fall 1975, 710 instructors were employed by UMUC. Of this number 33 were full-time annually contracted personnel, all of whom were white. Additionally, 230 were other campus personnel teaching on an overload basis. Racial composition of these faculty is reported by the campus by which they are employed and reflects the racial composition of faculty on that campus. Data on these faculty will be available in 1976-77. Non-University personnel employed on an adjunct basis numbered 447. Incomplete racial data indicate 64% of the part-time faculty are white, 1% are black, 3% are other-race, and 33% are all other/race unknown.

At the present time UMUC administrative staff number 20; 16 males and 4 females, all of whom are white. Professional non-administrative staff total 66; 8% of these staff members are black. Employment composition of classified employees is as follows: black 23%, other-race 4%, and white 73%.

Progress toward achieving other-race balance in the student body, faculty and staff has been modest. However, UMUC remains optimistic that factors such as the recent MCHE Central Placement Bureau Service, a concerted effort to reach individual minority race students, and continued growth of agency sponsored programs such as Upward Mobility will assist UMUC in meeting its desegregation objectives.

APPENDICES

LIST OF APPENDICES

A-1 Trends in Race Composition of full-time undergraduates, 1970, 1972, 1974, 1975 and projected 1980 ranges.

A-2 Trends in Race Composition of full-time graduate and first professional students 1970, 1974, 1975 and projected 1980 ranges.

B. 1976 Annual Report of the Maryland Council for Higher Education to the Governor and the General Assembly of the State of Maryland.*

C. Senate Bill 347.*

D-1 Impact of a proposed New Academic Degree Program on Public Postsecondary Education in Maryland.

D-2 Impact of Changes in Facilities on Desegregation at Public Postsecondary Education Institutions in Maryland.

E-1 Board of Trustees of State Colleges criteria for awards of Other Race Grants to Graduate Students.*

E-2 Morgan State University criteria for awards of Other Race Grants to Graduate Students.*

E-3 The University of Maryland criteria for awards of Other Race Grants to Graduate and Professional Students.*

F. April 30, 1976 Memorandum on Minority/Other Race Faculty and Administrative Internships.

G-1 December 30, 1975 Memorandum on the Central Placement Bureau.

G-2 Advertisement for the Central Placement Bureau placed in the Chronicle for Higher Education, January 26, 1976 issue.

H. May 20, 1976 Memorandum on the Faculty and Administrative Exchange Program.

I-1 A replica of the postsecondary education opportunity information materials distributed to Maryland high school seniors, fall 1976.*

*Separate document; available from the Council upon request

LIST OF APPENDICES (Continued)

I-2 April 15, 1976 letter of endorsement of the distribution of post-secondary education opportunity information to high school seniors, State Department of Education.

I-3 May 11, 1976 letter of endorsement of the distribution of post-secondary education opportunity information to high school seniors, Maryland Council for Higher Education.

J. April 30, 1976 Memorandum on An Assessment of Recruitment Strategies for Other-Race Graduate and Professional School Candidates.

K. Essex Community College, Frederick Community College, Prince George's Community College, St. Mary's College of Maryland and Morgan State University have appended materials to their Reports; these are available from the Maryland Council for Higher Education upon request.

Note: For inquiries regarding appendices, The Maryland Council for Higher Education, effective July 1, 1976 became the:

Maryland State Board for Higher Education
93 Main Street
Annapolis, Maryland, 21401

TRENDS IN RACIAL COMPOSITION OF FULL-TIME UNDERGRADUATES

1970, 1972, 1974, 1975 AND 1980 PROJECTED RANGES

MARYLAND PUBLIC POSTSECONDARY INSTITUTIONS	1970			1972			1974			1975			1980 PROJECTED RANGES		
	NUMBER OF STUDENTS		%	NUMBER OF STUDENTS		%	NUMBER OF STUDENTS		%	NUMBER OF STUDENTS		%	NUMBER OF STUDENTS		
	TOTAL	BLACKS	BLACK	TOTAL	BLACKS	BLACK	TOTAL	BLACKS	BLACK	TOTAL	BLACKS	BLACK	TOTAL	BLACKS	BLACK
PREDOMINANTLY WHITE INSTITUTIONS:															
Allegany Community College	762	11	1.4	805	12	1.5	851	13	1.5	1030	21	1.9	853	17	2
Anne Arundel Community College	1501	65	4.3	1620	77	4.8	1877	86	4.6	2202	119	5.4	2218	288	13
Catonsville Community College	2615	25	1.0	2651	66	2.5	2472	161	6.5	2862	301	10.5	3071	154	5
Cecil Community College	142	2	1.4	189	14	7.4	279	16	5.7	556	43	7.7	320	22	7
Charles County Comm. College	327	22	6.7	389	42	10.8	447	41	9.2	674	46	6.8	810	275	34
Chesapeake College	291	31	10.7	327	32	9.8	282	40	14.2	299	56	18.7	384	115	30
Dundalk Community College	0	0	0	138	13	9.4	338	32	9.5	720	79	11.0	618	31	5
Essex Community College	2130	55	2.6	2612	62	2.4	2394	70	2.9	2978	102	3.4	2986	149	5
Frederick Community College	540	28	5.2	462	30	6.5	482	21	4.4	578	28	4.8	682	68	10
Garrett Community College	0	0	0	107	0	0	146	0	0	196	0	0	149	0	0
Hagerstown Junior College	851	9	1.1	793	47	5.9	780	35	4.5	876	50	5.7	1066	53	5
Harford Community College	948	62	6.5	943	87	9.2	958	76	7.9	1199	113	9.4	1280	115	9
Howard Community College	248	9	3.6	317	63	19.9	416	66	15.9	520	107	20.6	1258	151	12
Montgomery College - Rockville and Tacoma Park Combined	4630	154	3.3	5799	202	3.5	5120	219	4.3	5853	329	5.6	7677	537	7
Prince George's Comm. College	3410	218	6.4	3451	400	11.6	3687	628	17.0	3970	873	22.0	5642	1467	26
Sub-Total Community Colleges	18395	691	3.8	20603	1147	5.6	20529	1504	7.3	24563	2266	9.2	29014	3442	11.9
Frostburg State College	2007	41	2.0	2484	114	4.6	2756	141	5.1	2774	165	5.9	3100	186-248	6-8
Salisbury State College	1299	15	1.2	1655	71	4.3	2248	148	6.6	2442	174	7.1	2500	270-310	11-12
St. Mary's College of Maryland **	782			909			922	31	3.4	1011	52	5.1	1100	138-150	13-14
Towson State College	5667	161	2.8	6694	392	5.9	7688	484	6.3	8353	726	8.7	7400	1020-1167	14-16
University of Baltimore **							1646	317	19.3	1140	285	25.0	2000	315- 345	16-17
Sub-Total State Colleges	9755	217	2.2	11742	577	4.9	15260	1121	7.3	15720	1402	8.9	16100	1929-2220	12-14
Univ. of Maryland-College Park	25066	861	3.4	24859	1256	5.1	23977	1568	6.5	24026	1644	6.8	25000	3250-4000	13-16
Univ. of Maryland-Balto. City	808	23	2.8	870	37	4.3	1446	90	6.2	1517	112	7.4	1300	192- 234	14-18
Univ. of Maryland-Balto. Co.	2954	153	5.2	4611	440	9.5	4757	729	15.3	4930	886	18.0	7700	1386-1540	18-20
Sub-Total University of Maryland	28828	1037	3.6	30340	1733	5.7	30180	2387	7.9	30473	2642	8.7	34000	4818-5774	14-17
TOTAL WHITE COLLEGES	56978	1945	3.4	62685	3457	5.5	65969	5012	7.6	70756	6311	8.9	79114	10189-11436	13-14
PREDOMINANTLY BLACK INSTITUTIONS:															
Community College of Baltimore	3167	1269	40.1	2698	1513	56.1	2511	1782	71.0	3596	2750	76.5	2986	2120	71
Bowie State College	1274	904	71.0	1596	1078	67.5	1668	1240	74.3	1649	1334	80.9	4100	2091- 2132	51-52
Coppin State College	1111	1042	93.8	1667	1570	94.2	1647	1538	93.4	2044	1792	87.7	2300	1679- 1840	73-80
Morgan State University	3815	3668	96.1	4340	4156	95.8	3705	3461	93.4	4190	3767	89.9	4900	3572- 3768	73-77
Sub-Total State Colleges	6200	5614	90.3	7603	6804	89.5	7020	6239	88.6	7883	6893	87.4	11300	7342- 7740	65-68
University of Maryland Eastern Shore**							956	695	72.7	871	645	74.1	1500	750- 900	50-60
TOTAL BLACK COLLEGES	9367	6883	73.2	10301	8317	80.7	10487	8716	83.0	12350	10288	83.3	15786	10212-10760	65-68
ALL INSTITUTIONS COMBINED															
Community Colleges	21562	1960	9.1	23301	2660	11.4	23040	3286	14.3	28159	5016	17.8	32000	5562	17.4
State Colleges	15955	5831	36.5	19345	7381	38.2	22280	7360	33.0	23603	8295	35.1	27400	9271- 9960	34-36
University of Maryland	28828	1037	3.6	30340	1733	5.7	31136	3082	9.9	31344	3288	10.5	35500	5568- 6674	16-19
GRAND TOTAL	66345	8828	13.3	72986	11774	16.1	76456	13728	18.0	83106	16599	20.0	94900	20401-22196	21-23

*Source: Governor's Desegregation Task Force

**Data for St. Mary's College and University of Maryland Eastern Shore is not complete for years 1970 and 1972. University of Baltimore became a public institution in January 1975; therefore it is not included in enrollment figures before fall, 1974.

APPENDIX A-1

TRENDS IN RACIAL COMPOSITION OF FULL-TIME GRADUATE AND FIRST PROFESSIONAL STUDENTS

1970, 1974, 1975 AND 1980 PROJECTED RANGES

MARYLAND PUBLIC POSTSECONDARY INSTITUTIONS	1970 NUMBER OF STUDENTS TOTAL	1970 NUMBER OF STUDENTS BLACKS	1970 % BLACK	1974 NUMBER OF STUDENTS TOTAL	1974 NUMBER OF STUDENTS BLACKS	1974 % BLACK	1975 NUMBER OF STUDENTS TOTAL	1975 NUMBER OF STUDENTS BLACKS	1975 % BLACK	1980 PROJECTED RANGES NUMBER OF STUDENTS TOTAL	1980 PROJECTED RANGES NUMBER OF STUDENTS BLACKS	1980 PROJECTED RANGES % BLACK
PREDOMINANTLY WHITE INSTITUTIONS:												
Frostburg State College				14	1	7.1	18	1	5.6			
Salisbury State College				0	0	0	35	5	14.3			
St. Mary's College				0	0	0	0	0	0			
Towson State College				56	13	23.2	159	11	6.9			
University of Baltimore				58	5	8.6	215	19	8.8			
Sub-Total State Colleges				128	19	14.8	427	36	8.4			
Univ. of Maryland-College Park				2895	165	5.7	2856	116	4.1			
Univ. of Maryland-Baltimore County				71	4	5.6	94	1	1.1			
Sub-Total U of Maryland				2966	169	5.7	2950	117	4.0			
Univ. of Maryland Baltimore City				2506	246	9.8	2669	248	9.3			
Univ. of Baltimore Law School				932	10	1.1	833	29	3.5			
Sub-Total Professional Schools **				3438	256	7.4	3502	277	7.9			
Total White Colleges				6532	444	6.8	6879	430	6.3			
PREDOMINANTLY BLACK INSTITUTIONS:												
Bowie State College				6	2	33.3	13	7	53.8			
Coppin State College				226	175	77.4	301	184	61.1			
Morgan State University				177	51	28.8	196	135	68.9			
Sub-Total State Colleges				409	228	55.7	510	326	63.9			
Univ. of Maryland Eastern Shore				0	0	0	0	0	0			
Total Black Colleges				409	228	55.7	510	326	63.9			
ALL INSTITUTIONS COMBINED												
State Colleges	344	146	42.4	537	247	46.0	937	362	38.6	1800	306- 360	17-20
Univ. of Maryland	3639	175	4.8	2966	169	5.7	2950	117	4.0	4500	405- 585	9-13
Professional Schools **	1933	133	6.9	3438	256	7.4	3502	277	7.9	2700	378- 486	14-18
GRAND TOTAL	5916	455	7.7	6941	672	9.7	7389	756	10.2	9000	1089-1431	12-16

*Data for graduate and first professional level students by institution is not available for 1970 or 1980 projected ranges, the 1970 and 1980 figures reported here are taken from the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, February, 1974.

**Professional schools totals include UMAB (graduate and professional school students) for 1970; UMAB (graduate and first professional students) and University of Baltimore Law School for 1974, 1975, and 1980 projections. The University of Baltimore became a public institution in 1975.

APPENDIX A-2

APPENDIX D-1 MCHE FORM: IMPACT/PROGRAMS

Maryland Council for Higher Education

IMPACT OF A PROPOSED NEW ACADEMIC DEGREE PROGRAM ON PUBLIC POSTSECONDARY EDUCATION IN MARYLAND

Background

The Office for Civil Rights has requested Maryland to prepare desegregation impact statements for all proposed new academic degree programs. Consequently, the public postsecondary education institutions are required to list and explain activities undertaken with regard to any proposed new degree program, which ideally will result in a positive impact or, at least, no negative impact on the State's desegregation efforts.

The State reserves the right of program approval authority. However, the Impact Statements will be made available to the Office for Civil Rights on request, once the Council has taken action on the academic program proposal.

Procedures

The Council suggests that the desegregation impact statements for proposed new academic degree programs be prepared in conjunction with the preparation of the program proposals themselves, and then forwarded to the Council via the segment boards. If the program proposal involves a new facility or addition or major alteration to an existing facility, the Council suggests that desegregation impact statements for both the proposed new program and the facilities change be coordinated by the institution to avoid duplicative effort. Some of the requested information will be more appropriately provided in the desegregation impact statement for the academic program proposal than for the facilities change.

Although coordination of the preparation of the desegregation impact statements for new academic degree program proposals may be assigned to, for example, the academic

dean, the Council suggests that the institutions and segment boards establish a procedure whereby faculty, administrators, desegregation coordinators, students and others concerned, are given the opportunity to contribute necessary information within their area of responsibility.

If this program proposal is a resubmission from previous year and a desegregation impact statement was provided to MCHE, refer MCHE to that proposal and impact statement; you need only update information as appropriate, e.g., student enrollment, etc.

The questions in the attached form are intended to address factors and criteria which could impact on the State's desegregation efforts e.g., duplication of program or facility, appeal of program to other-race students, etc. However, in some cases the questions asked may not be applicable to the program being proposed. Where this is the case, so indicate and briefly explain the non-applicability.

D-1

DESEGREGATION IMPACT STATEMENT

FOR PROPOSED NEW ACADEMIC DEGREE PROGRAM

Date: _____

Institution and Campus: _____

Chief Executive Officer: _____
(signature)

Chief Academic Officer: _____
(signature) Title or Position

Desegregation Coordinator or Equal Opportunity/Affirmative Action Officer (or equivalent) Consulted: _____
(signature)

1. Type or new academic degree program (check one)

   a. _____ New program requiring no facility change

   b. _____ New program requiring new facility*

   c. _____ New program requiring alteration or addition to facility.*

2. Proposed new program title: _____

   HEGIS CODE #: _____

3. Describe program as it might appear in institution's catalog.

4. Desired date of proposed program's implementation: _____

*Note: IF NEW FACILITY OR ALTERATION TO EXISTING FACILITY IS REQUIRED FOR THE PROGRAM, E.G. CAPITAL COST, YOU MAY REFER MCHE TO DESEGREGATION IMPACT STATEMENT FOR THE FACILITIES PROPOSAL. INDICATE PAGE #(S) PLEASE.

5. If the program being proposed is a joint effort with another or several other institutions, provide names of the cooperating institutions(s) and describe participation.

6. Has the proposed program been approved/included in the institution's Master Plan?

_____ Yes _____ No

7. Justification for Proposed New Academic Degree Program:

   a. Provide data and source of data which suggests a need for the program. Cite national, State, regional and local data and sources for justification. Such data might include an under-supply of personnel for a particular job market, or a national priority to develop special skills, and talents; or locally, support of changes in academic program as determined from FTE enrollments and qualitative changes in the academic discipline.

   b. Would the program result in or create an identity for the institution, making it particularly attractive to other-race* students? For example, does the program represent a major change in the institution's present academic direction, or is it a continuing expansion of program offerings following the present direction?

8. Duplication of Program:

   a. Report name of area institution(s) which offer similar program

   b. If program is duplicative of area institution's program, report evidence of student demand for program at your campus.

   c. If program is duplicative of area institution's program, describe service area of your campus and degree or overlap in service area.

   d. If program is duplicative of area institution's program, describe briefly the mission of your institution and indicate the similarity or dissimilarity with area institution whose program is being duplicated.

*"Other-race" refers to the non-predominant race(s) among the student body.

9. Special efforts regarding other-race students:

a. Describe any special recruitment efforts planned to recruit other-race student enrollment in the program.

b. Would other-race students wishing to enroll in this program have any special financial assistance available to them, other than those regularly available at the institution?

c. Describe any steps which may be taken to insure reasonable retention rates and academic performance on the part of other-race students (e.g., academic support services, counseling, tutorial help, etc.)

---

10. TO BE COMPLETED BY SEGMENT OR GOVERNING BOARD

This Desegregation Impact Statement for a Proposed New Academic Degree Program has been reviewed by: _____
(Segment Representative)

_____
(date)

APPENDIX D-2

IMPACT OF CHANGES IN FACILITIES ON DESEGREGATION AT PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN MARYLAND

Background

The Office for Civil Rights requires the State to prepare desegregation impact statements for capital budget requests for a change in institutional facilities, whether new construction, major alteration or closing. (See attached appendix for applicable and non-applicable facilities changes). A proposed new academic program may necessitate an accompanying facilities change for new construction. An existing academic program may necessitate an accompanying facilities or alteration of an existing facility. In any event, an impact statement is required for a capital budget request for a change in facilities, in accordance with the objectives of the State's Desegregation Plan.

An impact statement is also required for capital budget requests involving changes in facilities of the non-academic program type, e.g., parking lot, office or maintenance building, etc. Justification required for changes in facilities for non-academic programs is different from that required for academic programs.

Procedures

The segment boards are responsible for coordinating the impact statements for changes in facilities and should forward these, along with the facilities proposal, to MCHE for its review and recommendation. The State Board for Community Colleges is responsible for forwarding impact statements for changes in facilities on a continuing basis. The Board of Trustees of the State Colleges, the University of Maryland, Morgan State University and St. Mary's College of Maryland are responsible for forwarding impact statements to MCHE with each proposed capital project at the same time capital budget requests are submitted annually. Forms for the impact statements are provided herewith.

Although coordination of the preparation of the facilities change impact statement may be assigned to the person at the institution who is responsible for preparing

capital projects and budgets, the Council suggests that the institutions and segment boards establish a procedure whereby faculty, administrators, desegregation coordinators, students and others concerned are given the opportunity to contribute necessary information within their area of responsibility.

If the facilities change proposal is to serve a proposed new academic degree program, the Council suggests that proposals for both the facilities change and the new academic degree program be coordinated by the institution to avoid duplicative effort. Some of the requested information will be more appropriately provided in the desegregation impact statement for the academic program proposal than for the facilities change. However, if the facilities change is intended to serve an existing academic program, please complete the facilities change impact statement.

A desegregation impact statement for a new building need be submitted one time only, preferably with the preliminary planning request for the project. Therefore, unless a significant change occurs in the original project, an impact statement would not be required for subsequent stages of the same project, i.e., the detailed planning request, the construction request, and the equipment request.

If this proposal is a resubmission from previous year and a desegregation impact statement was provided to MCHE, refer MCHE to that proposal and impact statement; you need only update information as appropriate, i.e., student enrollment, etc.

The questions in the attached form are intended to address factors and criteria which could impact on the State's desegregation efforts, e.g., academic program offerings, duplication of facility or program, priorities, racial compositions, etc. However, in some cases the questions asked (or an entire section) may not be applicable to the facility being proposed. Where this is the case, so indicate and briefly explain the non-applicability.

It is recognized also that a proposed facility may be multi-purpose, intended to serve several activities such as Instruction/Research/Student Services. A determination should be made of the primary purpose of the facility, e.g., academic support, instruction, organized research, community service, institutional support or independent operations. This determination will assist in responding to certain questions such as duplication. For definitions and descriptions of the foregoing, consult the USOE "Facilities Inventory and Classification Manual, 1973" or a similar manual published by MCHE "Higher Education Facilities Classification and Inventory Procedures Manual, Revised June 1973."

If there is any doubt regarding necessity of an impact statement, primary purpose when a multi-purpose facility is involved, or whether certain questions are applicable, the institution should consult its respective board or the MCHE staff.

D-2

DESEGREGATION IMPACT STATEMENT

FOR CHANGE IN INSTITUTIONAL FACILITIES

Date: _____

Institution and Campus: _____

Chief Executive Officer: _____
(signature)

Person(s) Who Prepared Impact Statement: _____
(signature) Title or Position

_____

Desegregation Coordinator or Equal Opportunity/Affirmative Action Officer (or equivalent) Consulted: _____
(signature)

1. Type of proposed change in facilities (check one)

   a. ____ new academic program requiring new facility

   b. ____ new academic program requiring alteration of facility

   c. ____ existing academic program requiring new facility

   d. ____ existing academic program requiring alteration of facility

   e. ____ non-academic program requiring new facility

   f. ____ non-academic program requiring alteration of facility

   g. ____ other (describe)

2. Facility change (indicate project name) _____

3. Estimated date of construction commencement _____

4. Estimated total project cost $_____ State Share $ _____

5. Brief description of proposed facility or alteration. (If provided elsewhere in project proposal, i.e., Department of State Planning Annual Capital Budget Project Request/DSP Form A, please attach copy of appropriate pages)

*NOTE: If a multi-campus institution, provide information requested herein only for the campus requesting the facilities change.

MARYLAND COUNCIL FOR HIGHER EDUCATION

APPENDIX TO PROCEDURES

TYPES OF FACILITIES FOR WHICH DESEGREGATION IMPACT STATEMENTS ARE OR ARE NOT REQUIRED

ARE REQUIRED

1. Desegregation impact statements are required for all capital projects funded either wholly or in part from State sources as follows, except as noted later herein:

   a. Four year college and university capital projects submitted annually in accordance with Department of State Planning "Instructions for the Preparation and Submission of Capital Project Requests."
   b. Community and regional college capital project requests submitted to the Board of Public Works in accordance with: "General Public Junior or Community College or Regional College Construction Procedures in the State of Maryland."

2. Capital projects regardless of funding source for which desegregation impact statements are required include:

   a. New buildings (Impact statement need be submitted one time only, preferably with preliminary planning request, unless a significant alteration to the original project occurs).
   b. Additions or major improvement to, or alterations of an existing facility which will extend its life or increase its usefulness.
   c. Outdoor athletic facilities including fields, courts, tracks, stadiums, etc.
   d. Parking facilities and major site development which will improve the attractiveness and image of the institution.
   e. Demolition of existing buildings.

NOT REQUIRED

Capital Projects for which desegregation impact statements are not required:

a. Projects costing $50,000 or less.
b. Projects for installation, extension or replacement of utilities, roads, drainage, communication, fire protection and similar physical plant systems.
c. Power plant, service, storage, and similar supporting buildings.
d. Projects for equipment and furnishings for buildings.
e. Projects funded from the operating budget of an institution.

6. Justification for Proposed Facilities Change:
(If the facilities change is to serve a proposed new academic degree program, you may refer MCHE to desegregation impact statement in the academic program proposal. Indicate page # please.)

a. Cite data and source of data which suggests evidence of a need for the academic program including national, regional, State, Local and institutional sources. Such data might include an undersupply of personnel for a particular job market, or a national priority to develop special skills and talents; or locally, support of changes in academic programs as determined from FTE enrollments and qualitative changes in the academic discipline. Also provide data on institutional and community resources, e.g., degree of faculty expertise, student interest and community support, etc.

b. Would the facility change result in or create an identity for the institution or program, making it particularly attractive to other-race* students? If yes, explain

c. If project will have an impact on student enrollment, report total current enrollment headcount by race:

#Black _____ #White _____ #Other _____

Estimate change in enrollment headcount by race as a result of project's completion:

#Black _____ #White _____ #Other _____

*"Other-race" refers to the non-predominant race(s) among the student body.

7. Facility Duplication:

Report name of area institution(s) and type which has similar facility to one being proposed and justification for duplication. (If the facility duplication is to serve a proposed new academic degree program, you may refer MCHE to desegregation impact statement in the academic program proposal. Indicate page # please.)

8. Facility Need:

Assessment of need for this capital budget request, i.e., facts which indicate a facilities DEFICIENCY -- condition, age, capacity of present building(s), increased student enrollment, increased number of employees, etc.

9. Project Priority:

a. Indicate current institutional priority for this project in relation to other capital budget projects for which institution has submitted or is submitting a proposal to segment or governing board:

PRIORITY # _____ TOTAL CURRENT PRIORITIZED PROJECTS _____

b. If this project is a re-submission from previous year, indicate any change in institutional priority.

CHANGE FROM PRIORITY # _____ YEAR _____

10. NON-RESIDENTIAL Space Evaluation:

a. Existing net assignable sq. ft. (NASF) _____*

b. NASF (est.) for which design or construction funds have been appropriated:

_____

Estimate date of completion _____

c. Sub-total of "a" plus "b" _____

d. NASF/FTDE ("c" — FTDE) _____

e. NASF (est.) in proposed facility _____
(If project is simply a renovation, response is "no change")

f. NASF/FTDE upon completion of proposed facility _____

Estimated date of completion _____

g. Long-range (Master Plan) projection for campus:

FTDE _____ TARGET YEAR _____

11. RESIDENTIAL Space Evaluation (Design Capacity):

(Institution-owned or operated dorms, apts and houses)

a. Existing student capacity _____

b. Capacity of student residential space for which design or construction funds have been appropriated _____

Estimated date of completion _____

c. Sub-total of "a" plus "b" _____

d. Student capacity of proposed facility _____
(If project is simply a renovation, response is "no change")

e. Total student capacity upon completion of proposed facility (total of "c" and "d" _____

f. Long-range (Master Plan) projection for campus:

STUDENT CAPACITY _____ TARGET YEAR _____

*Should correspond to line 60 or part B of the HEGIS 2300.7 form

TO BE COMPLETED BY SEGMENT OR GOVERNING BOARD

1. Indicate current segment priority for this project.

   SEGMENT PRIORITY # _____ TOTAL # CURRENT PROJECTS _____

2. If this project is a resubmission from previous year, indicate any change in segment priority.

   CHANGED FROM PRIORITY # _____ YEAR _____

This Desegregation Impact Statement for Facilities Change has been reviewed by:

_____
(Segment Representative)

APPENDIX F

Harry K. Wells
Chairman
Don R. Kendall
Vice-Chairman
Mrs. Gertrude H. Crist
Secretary
William P. Chaffinch
Mrs. Thelma B. Cox
Dr. R. Lee Hornbake
Edmund C. Mester
Philip Pear
Austin E. Penn
Joseph A. Sellinger, S.J.
Jack Tolbert
Dr. Henry C. Welcome
Ellery B. Woodworth

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Sheldon H. Knorr
Executive Director

April 30, 1976

MEMORANDUM

TO: Dr. Andrew Billingsley, President
Morgan State University

Mr. Edmund Mester, Executive Director
Board of Trustees of the Maryland State Colleges

Dr. R. Lee Hornbake, Vice President Academic Affairs
University of Maryland System, College Park

FROM: Sheldon H. Knorr, Executive Director

SUBJECT: Minority/Other Race Faculty and Administrative Internships

The purpose of this memorandum is to inform the segments and institutions that the General Assembly has appropriated funds for the Minority/Other Race Faculty and Administrative Internship Program. The internships are intended to increase the number of minority/other race faculty and administrators in the Maryland postsecondary education institutions in order that a candidate pool for employment may develop in the State. It is expected that the majority of the candidates will be at the doctorate level and will have completed much of their course work so that they would be available for full-time employment upon completion of the internship. Master level students who are full-time and expect to receive their degree by June or summer of 1976 are eligible for the full-time responsibilities of an intern beginning July 1, 1976.

Twelve internships at ten thousand dollars ($10,000) will be placed in the institutions on the basis of the stated criteria in the memoranda of 12/24/75, 12/30/75, 1/14/76. Briefly these criteria call for the placement of the internships in areas designated as priority need areas for minority/other race persons by the institutions and/or factors which have made difficult the recruitment of other race persons to an institution. While the institutions have indicated that minority and other race faculty are needed in the Physical and Natural Sciences and Mathematics, all of the institutions also reported needs for other race people in other areas. Some institutions, for example, reported a need for other race faculty in fields such as psychology, philosophy, etc. The institutions reported administrative priority needs also.

The administrative needs vary by institution but several have indicated persons are needed to assist in the recruitment of other race students. Dr. Brooks of our staff who is directing the internship program has already been in communication with you for candidates for internship placements. It is our intent to make the internship placements as quickly as possible.

The internships are for a twelve month period and the interns are expected to fulfill the full-time employment requirements specified by the institution where they have been placed. In this regard the Council requires that the institution submit a description of the duties of the intern once the placement has been arranged and that the intern sign a contract of intent to fulfill their twelve month obligation. The monies for payment to the interns will be amended into the budgets of the institutions so that the institution may be able to properly supervise the intern. The Council requests that a voucher of payments to the interns be submitted to the Council on a regular basis. This latter point is quite important because the success of the internship program is partly measured by the fiscal administration of the program. The interns are required to submit a report of their experiences as a participant in the program in April of the following year.

Dr. Brooks has requested names and resumes of candidates from the institutions. As soon as he has received this information he will match the candidates with the priority needs of the institutions. The Desegregation Committee of the Council will make the recommendations. It is expected that the recommendations for interns can be made during the month of May. The process will entail some negotiation with candidates for placement and it is Dr. Brook's intent to be of assistance.

I hope this memorandum has served to explain the purpose and administrative details of the internship program. Attached also for your information are the earlier memoranda on the internship program. Thank you for your support of this program.

SHK/GCB:tg
Attachments

cc: Administrative Staff
Council Members
Dr. Brent M. Johnson, Executive Director
Maryland State Board for Community Colleges
Dr. J. Renwick Jackson, Jr., President
St. Mary's College of Maryland

Harry K. Wells
Chairman
Don R. Kendall
Vice-Chairman
Mrs. Gertrude H. Crist
Secretary
William P. Chaffinch
Mrs. Thelma B. Cox
Dr. R. Lee Hornbake
Edmund C. Mester
Philip Pear
Austin E. Penn
Joseph A. Sellinger, S.J.
Jack Tolbert
Dr. Henry C. Welcome
Ellery B. Woodworth

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Sheldon H. Knorr
Executive Director

December 30, 1975

TO: Dr. R. Lee Hornbake, UMCP
Mr. Edmund Mester, BTSC
Dr. Brent Johnson, SBCC
Dr. Andrew Billingsley, Morgan
Dr. J. Renwick Jackson, Jr.

FROM: Sheldon H. Knorr, Sheldon H. Knorr

RE: Central Placement Bureau

The Maryland Council for Higher Education is establishing a Central Placement Bureau, designed to assist institutions in the recruitment of other race, minority and women candidates for faculty and administrative positions and to notify interested persons of vacancies available at the institutions. We are requesting institutions to assist in the operation of the Bureau by making application forms available to interested candidates and by providing information on current vacancies. This information will be consolidated into listings which will be forwarded to the institutions in March of each year. The Central Placement Bureau will not collect resumes or participate in any negotiations during the recruitment and hiring process. Institutions interested in interviewing a candidate can contact the person directly; persons interested in applying for a vacant position can request information from the institution.

Enclosed is a sample application form. More application blanks are being forwarded under separate cover. These forms should be distributed to departmental, placement and personnel offices with instructions that they be made available to persons who are seeking employment and to masters and doctoral students who will soon be graduating. All information requested on the application blank will be included on the listings that will be sent to institutions.

Also enclosed is a form for reporting current faculty and administrative vacancies. Since the listing of vacancies will be issued in late March, vacancies reported on this form should be those for which applications will be accepted after the month of March.

Participation in the Central Placement Bureau is voluntary on the part of all institutions and individuals, and is not intended to replace existing personnel procedures and policies. The Bureau will permit institutions and

Dr. R. Lee Hornbake
Mr. Edmund Mester
Dr. Brent Johnson
Dr. Andrew Billingsley
Dr. J. Renwick Jackson, Jr.

December 30, 1975

individuals to share the benefits of Statewide recruitment efforts via distribution of candidate and vacancy listings.

The Council will continue to send to the institutions the Southern Regional Education Board's Faculty Data Bank Registry which is available four times per year. The Central Placement Bureau listings are intended to complement the regional Registry by providing more local information for the State of Maryland.

The Council will monitor and evaluate the Central Placement Bureau each Spring. Institutions will be requested to indicate how they used the listings as part of their desegregation status reporting process. This information will be reported in the Midyear Desegregation Status Report.

If you have any questions about the Central Placement Bureau or about the information requested, call Dr. Glenwood C. Brooks, Jr. or Joan Kinzer, 267-5961. All application blanks and vacancy forms must be received by March 1, 1976 to be included in the first listings.

SHK/tg
Enclosures

cc: Dr. G. C. Brooks, Jr.
Council & Administrative Staff

G-1

CENTRAL PLACEMENT BUREAU

CURRENT FACULTY/ADMINISTRATIVE VACANCIES

Please provide the following information for each faculty/administrative vacancy for which applications will be accepted during and after the month of March.

JOB TITLE	LOCATION (Department or Division, and Institution)

Send by March 1, 1976 to: Central Placement Bureau
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

Person completing this form:

Name: _____

Phone: _____

Institution: _____

G-1
MARYLAND COUNCIL FOR HIGHER EDUCATION
CENTRAL PLACEMENT BUREAU

APPLICATION FORM

General Instructions

Each postsecondary education institution in the State of Maryland recruits and employs individually. The Central Placement Bureau is designed to assist institutions in this process by providing listings of persons who are seeking faculty or administrative positions at Maryland public higher education institutions. Listings of candidates for faculty and administrative positions are forwarded to the institutions each Spring, including the information requested below. Participation in the Central Placement Bureau is voluntary on the part of applicants and institutions. The Bureau does not collect resumes or participate in any negotiations involved in the recruitment and hiring process. An institution interested in interviewing a candidate will contact the person directly.

Each applicant will be included in the upcoming Spring listing only; another application must be forwarded if you wish to be included the following year. If you would like to be included on the current listing, fill in all appropriate items below and send the application form by March 1, 1976 to:

Central Placement Bureau
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

It is the policy of the State of Maryland and all public postsecondary institutions to not discriminate against any individual for reasons of race, color, religion, national origin or sex in the hiring of faculty and staff, or in any terms and conditions of employment.

Date: _____

Name: _____ Sex: 1 /__/male 2 /__/female
Last First M.I.

Race: 1 /__/Black 2 /__/Amer. Indian 3 /__/Asian 4 /__/Hispanic 5 /__/White
6 /__/Other, specify: _____

Nationality: 1 /__/ US 2 /__/ Foreign: _____

Telephone: _____ _____ _____ _____
Area Code Business Area Code Home

Highest Degree: 1 /__/Bachelors 2 /__/Masters 3 /__/Doctorate
4 /__/First Professional

Type of Position Desired: 1 /__/ faculty (specify field on reverse side)
2 /__/ administrative, specify type: _____
3 /__/ other, specify _____

field(s) of specialization: Check the appropriate box for the general field below and indicate any areas of specialization on the line following the general field description.

EXAMPLE:

8 /✓/ Education: Higher Education Administration

1 ____ Agricultural and Natural Resources: _____

2 ____ Architecture and Environmental Design: _____

3 ____ Area Studies: _____
(e.g. Asian Studies, Russian Studies, European Studies)

4 ____ Biological Sciences: _____

5 ____ Business and Management: _____

6 ____ Communications: _____
(e.g. Journalism, Advertising, Radio/Television

7 ____ Computer Sciences: _____

8 ____ Education: _____

9 ____ Engineering: _____

10 ____ Fine and Applied Arts: _____

11 ____ Foreign Languages: _____

12 ____ Health Professions: _____

13 ____ Home Economics: _____

14 ____ Law: _____

15 ____ Letters: _____
(e.g. English, Literature, Philosophy, Speech, Religious Studies)

16 ____ Library Science: _____

17 ____ Mathematics: _____

18 ____ Military Sciences: _____

19 ____ Physical Sciences: _____
(e.g. Physics, Chemistry, Astronomy, Geology)

20 ____ Psychology: _____

21 ____ Public Affairs/Services: _____
(e.g. Public Administration, Social Work, Law Enforcement)

22 ____ Social Sciences: _____
(e.g. Anthropology, Economics, History, Geography, Political Science, Sociology, Urban Studies)

23 ____ Theology: _____

24 ____ Other; specify: _____

Central Placement Bureau

The Maryland Council for Higher Education announces the establishment of a Central Placement Bureau, designed to assist Maryland postsecondary institutions in recruiting other-race, minority and women candidates for faculty and administrative positions.

Through this free, computerized service, brief profiles of interested candidates will be consolidated into annual listings and forwarded each Spring to Maryland Colleges and Universities. Institutions will refer to these listings as vacancies arise.

The CPB does not collect résumés or participate in negotiations during the recruiting process. Institutions interested in interviewing a candidate will contact that person directly.

Application blanks for the CPB can be obtained by sending a stamped, self-addressed envelope to:

Central Placement Bureau
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

Applications must be received by March 1, 1976 to be included in this year's listing.

This advertisement was placed in the

January 26, 1976 issue,

CHRONICLE FOR HIGHER EDUCATION

Harry K. Wells
Chairman

Don R. Kendall
Vice Chairman

Mrs. Gertrude H. Crist
Secretary

William P. Challinch
Mrs. Thelma B. Cox
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APPENDIX H

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Sheldon H. Knorr
Executive Director

Dr. Glenwood C. Brooks, Jr.
Chief, Equal Postsecondary Education

May 20, 1976

TO: Mr. Edmund C. Mester, Executive Director
Board of Trustees of the Maryland State Colleges

Dr. R. Lee Hornbake, Vice President for Academic Affairs
University of Maryland System, College Park

Dr. Andrew Billingsley, President
Morgan State University

Dr. Brent M. Johnson, Executive Director
Maryland State Board for Community Colleges

Dr. J. Renwick Jackson, Jr., President
St. Mary's College of Maryland

FROM: Sheldon H. Knorr, Executive Director

SUBJECT: Faculty and Administrator Exchange Program

I am pleased to inform you of the new Faculty and Administrator Exchange Program established by the Maryland Council for Higher Education. This program is an important objective of the State's Desegregation Plan and we believe will be of interest to the faculty and administrative personnel throughout our institutions.

The Faculty Exchange Program provides a mechanism for two or more institutions to mutually agree to exchange other-race faculty and administrators. For example, a predominantly white institution may exchange a faculty member for a racial minority faculty person and a predominantly black institution may exchange a faculty member for a white faculty person.

Attached is a packet which includes the administrative details of the program and applications for faculty and administrators. We request

that you distribute these materials to appropriate personnel at your institution(s). Completed applications should be returned to the Council on or before October 31, 1976. The first exchange appointments are planned for the Spring 1977 semester.

Thank you for your support and interest.

SHK/GCB:tg
Enc.

cc: Persons who assisted in the preparation of the Faculty and Administrator Exchange Program:

UMBC	Mr. John W. Alexander - Assoc. Vice Chancellor Academic Program Planning
MCHE	Dr. Glenwood C. Brooks, Jr., Chief, Equal Postsecondary Education (coordinated the development of the program)
UMCP	Dr. George H. Callcott - Vice Chancellor Academic Affairs
Morgan	Dr. Horace A. Judson - Vice President and Dean of the College
BTSC	Mr. Andre M. Karns - Staff Specialist
UMES	Dr. William Pender - Acting Vice Chancellor for Academic Affairs
SBCC	Ms. Rosemarie Malcolm - Staff Specialist

FACULTY AND ADMINISTRATOR EXCHANGE PROGRAM

Benefits of an Exchange Appointment

The faculty and administrative exchange experience provides an inter-race experience for the students, faculty and administrators. As a result, it is possible that the inter-race experience will help to improve communications between other-race persons and increased awareness of the life styles and lives of other-race persons. It means a challenging opportunity for other-race faculty and administrators to continue their intellectual growth and develop innovative techniques and strategies as may be required. Also the sharing of institutional resources that further the desegregation of faculty and administrative personnel may be carried out without "raiding" institutions for other-race persons; at the same time it utilizes the faculty and administrative resources in the State to the greatest extent possible. The faculty and administrator exchange program is a cooperative effort; it gives greater meaning to the ideals of a liberal education and further meaning to a democratic society.

Definition

A faculty and administrator exchange program is a contract between two or more institutions which mutually agree to a reciprocal exchange of other-race faculty and administrative staff. Thus, for example, a predominantly white institution would exchange a faculty member for a racial minority faculty person and a predominantly black institution would exchange a faculty member for a white faculty person. This definition is taken from the Southern Regional Educational Board document, "Expanding Opportunity Through Sharing Faculty Resources" (1975).

Conditions for an Exchange Appointment

. The exchange appointment is for the purpose of further desegregation of the Maryland public postsecondary institutions and so the exchange should

Conditions for an Exchange Appointment (Con't.)

be that of other-race persons. Administrative personnel, e.g., counselors librarians, etc., may participate in the faculty and administrator exchange program.

. Appointments would normally be for one year; a minimum of a semester appointment at an other race institution is required.

. Participants will receive a $1,000 stipend and reimbursement of travel expenses.

. Matters pertaining to promotion and tenure and other special conditions of participants remain the responsibility of the home institution. Participants, however, are expected to follow the academic policies of the host institutions.

. Expertise of and duties to be performed by faculty and administrative appointments may occur between community colleges, state colleges and the university level institutions provided they are judged by the subject institutions as being reciprocal, e.g., a community college faculty person and a state college faculty person, both of whom teach introductory algebra would be considered a reciprocal exchange.

. The host institution will request the participants to submit a brief report for release to the MCHE and the home institution; the report will be used for assessment of the faculty and administrator exchange program.

How the Faculty Exchange Works

. Faculty and administrative personnel who have indicated an interest in an exchange appointment must complete any conditions for the exchange which are required by their home institution.

. While on leave to the host institution the faculty member continues to receive regular salary from the home institution.

. The segments should have from the institutions a report of the faculty and administrative personnel who desire to participate in the faculty exchange.

How the Faculty Exchange Works (Con't.)

This should be forwarded to the Maryland Council for Higher Education.

. The Maryland Council for Higher Education will cross-match the exchange candidates for purposes of placing them in other-race institutions. (Candidate will be contacted in the event that a reciprocal exchange placement can be arranged).

. The Maryland Council for Higher Education will provide participants with a $1,000 stipend and reimbursement of travel expenses in two equal payments.

H

FACULTY AND ADMINISTRATOR EXCHANGE APPLICATION

Instructions

Provide information requested below only if you are interested in a faculty and administrator exchange placement. You need only respond to items which are applicable. You will be notified if a reciprocal exchange can be made.

NAME: _____

RACE: Black ____ White ____ Other ____

HOME INSTITUTION: _____

EXCHANGE APPOINTMENT REQUESTED (list institutions in order of preference):

1st _____

2nd _____

3rd _____

4th I am interested but have no preference _____

PLEASE INDICATE THE FIELD OF EXPERTISE:

Field _____

PLEASE INDICATE COURSES WHICH YOU ARE TEACHING OR HAVE TAUGHT:

COURSE _____ Undergraduate lower level ____
Undergraduate upper level ____
Graduate ____

COURSE _____ Undergraduate lower level ____
Undergraduate upper level ____
Graduate ____

COURSE _____ Undergraduate lower level ____
Undergraduate upper level ____
Graduate ____

If you wish to teach a course other than those shown above please indicate: _____

PLEASE INDICATE YOUR ADMINISTRATIVE AREA: _____

IF YOU WISH TO WORK IN AN ADMINISTRATIVE AREA OTHER THAN THAT SHOWN ABOVE PLEASE INDICATE:

_____

DESIRED LENGTH OF EXCHANGE APPOINTMENT: 1 Semester ____ 1 Year ____

DESIRED STARTING DATE FOR EXCHANGE APPOINTMENT:

Fall 1976 ____ Spring 1977 ____ Fall 1977 ____ Spring 1978 ____

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

April 15, 1976

Dr. Sheldon H. Knorr
Executive Director
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

Dear Dr. Knorr:

I am happy to inform you that the Maryland State Department of Education has continued its active support of the recommendations set forth in the joint Task Force Report of the Maryland Council for Higher Education and the State Department of Education on The Articulation of College Guidance for Minority and "Other Race" Students in Secondary and Postsecondary Education during the past year. As you know the State Department of Education endorsed the report at its November 27, 1974, meeting (Resolution No. 1974-65). We believe that the joint effort of the public secondary and postsecondary schools will greatly enhance the guidance services to our students. Our commitment of $5,000 to underwrite the costs of a specially marked, stamped postcard in the guidance brochure for students to be distributed to an estimated 50,000 students is forthcoming.

It is our understanding that the guidance brochure will be distributed to high school students who will be moving shortly into their senior year. The State Department of Education will assume responsibility for the distribution of the brochure to those students; the distribution will take place over the summer of 1976. This means that every senior student will receive a brochure during the opening weeks of the fall term of school. Mrs. Velma Jones, Specialist in Guidance, has been assigned responsibility for the distribution of the brochure. I suggest that when the brochure has been printed that you have the printer contact Mrs. Jones so that the details of delivery can be arranged. Attached is a brief description of the distribution procedures. Should there be any changes in the procedures from those stated here, we will inform you.

Dr. Glenwood C. Brooks, Jr., Chief, Equal Postsecondary Education, has indicated that the Maryland Council for Higher Education collects applicant information and that this information includes the race of applicant and acceptance and enrollment data. He indicated that the institutions will be requested to report, in the fall of 1977, the number of specially marked

postcards received from students and, by matching the name of applicants with matriculants, report the race of students who used the specially marked postcards. This information will be reported in The Annual Desegregation Status Report of the Maryland Council for Higher Education and made available to the State Department of Education. Mrs. Velma Jones will poll the County Guidance Supervisors in the spring of 1977 for comments regarding the support of the brochure from counselors at the local school level and, similarly, will ask the counselors to informally poll students. Thus, use of the guidance brochure by senior high school students and counselors can be evaluated.

In closing, the work of the Task Force, co-charied by Dr. John Sabatini, Jr., and Mrs. Velma Jones, should be commended along with the work of Dr. Glenwood C. Brooks, Jr.

Kindest personal regards.

Sincerely yours,

JAMES A. SENSENBAUGH
State Superintendent of Schools

JAS:jb

Attachment

Brief Description of Distribution Procedures

1. The guidance supervisors at the county level will be convened for a statewide meeting by Mrs. Velma Jones. The purpose of the meeting will be to explain the brochure, and particulars as well as, to have them pick up assigned allotments.

2. The estimated fall 1976 student enrollments will be used to determine the distribution of the brochure.

3. The guidance supervisors will have direct responsibility for the distribution of the brochures to the schools in each local education agency.

4. The guidance supervisor will designate a counselor in each school to be responsible for the distribution of the brochure to students.

5. The brochure will be distributed the early week of the fall term in 1976.

6. Mrs. Velma Jones will send confirmation to the Maryland Council for Higher Education when distribution of the brochure is completed.

Harry K. Wells
Chairman

Don R. Kendall
Vice-Chairman

Mrs. Gertrude H. Crist
Secretary

William P. Chatlinch
Mrs. Thelma B. Cox
Dr. R. Lee Hornbake
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APPENDIX I-3

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Sheldon H. Knorr
Executive Director

Dr. Glenwood C. Brooks, Jr.
Chief, Equal Postsecondary Education

May 11, 1976

Dr. James A. Sensenbaugh
State Superintendent of Schools
Maryland State Department of Education
Post Office Box 8717, BWI Airport
Baltimore, Maryland 21240

Dear Dr. Sensenbaugh:

The Maryland Council for Higher Education has received your letter of April 15, 1976.

I am pleased that the State Department of Education and the Maryland Council for Higher Education are jointly sponsoring the recommendation of the Inter-Agency Task Force to provide information on postsecondary educational opportunity to high school seniors throughout the State.

The Maryland Council for Higher Education has made preparations to have the information packet printed for distribution to the high school seniors. Dr. Glenwood C. Brooks, Jr. of my staff and Mrs. Velma Jones as you have indicated in your letter of April 15th will attend to the details of this program. All of us in education look forward to the report on the results of the program. This program is a "first" and has many implications for the delivery of information on postsecondary educational opportunity to high school seniors.

Best wishes.

Sincerely,

Sheldon H. Knorr
Executive Director

SHK/tg

APPENDIX J

Harry K. Wells
Chairman
Don R. Kendall
Vice-Chairman
Mrs. Gertrude H. Crist
Secretary
William P. Chaffinch
Mrs. Thelma B. Cox
Dr. R. Lee Hornbake
Edmund C. Mester
Philip Pear
Austin E. Penn
Joseph A. Sellinger, S.J.
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Dr. Henry C. Welcome
Ellery B. Woodworth

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION
The State Postsecondary Education Commission
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401
301-267-5961

Dr. Sheldon H. Knorr
Executive Director

Dr. Glenwood C. Brooks, Jr.
Chief, Equal Postsecondary Education

April 30, 1976

MEMORANDUM

TO: Dr. Andrew Billingsley, President
Morgan State University

Dr. R. Lee Hornbake, Vice President for Academic Affairs
University of Maryland System, College Park

Mr. Edmund Mester, Executive Director
Board of Trustees of the Maryland State Colleges

FROM: Sheldon H. Knorr, Executive Director

SUBJECT: An Assessment of Recruitment Strategies for Other Race Graduate and Professional School Candidates

Attached is a format for a Report on the Assessment of Recruitment Strategies for Other Race Graduate and Professional School Candidates. Please prepare a report using the enclosed format and submit it to the Council by the end of May if possible. The Council will prepare an administrative report on the recruitment strategies for other race graduate and professional school candidates which will be made available to the segments and institutions. The purpose of this report is to propose ways of increasing the enrollment of other race graduate and professional school students. We appreciate your support and interest in this matter.

The representatives of the segments and institutions are to be commended for their assistance and inputs regarding the development of the format for this Report. If you have any questions or comments regarding the preparation of the report please direct them to Dr. Glenwood C. Brooks, Jr.

SHK/GCB:tg

cc: Persons who assisted in the preparation of the reporting format:

Dr. Archie Buffkins, Assistant Dean
Graduate School, UMCP
Dr. Glenwood C. Brooks, Jr., Chief, Equal
Postsecondary Edu. (coordinated the
development of the reporting format)
Dr. Richard Morrell, Morgan
Admissions & Programs Officer
Mr. Joseph Brandon, Staff Specialist
Board of Trustees of Maryland
State Colleges

Council Members
Administrative Staff

Assessment of Recruitment Strategies for Graduate and Professional School Candidates

1. Please provide a descriptive report of the strategies being used in the recruitment of other race graduate and/or professional school candidates (you may wish to report that faculty visit schools, that interviews with other race students are required, that graduate school personnel visit undergraduate schools regularly, as well as reporting the mission of the graduate and professional schools and the recruiting rationale of the office, etc.).

2. Describe the resources available to the graduate and professional recruitment program efforts (limit your comment to fiscal supports of the office. Do not include financial aids to students. These are discussed under Item 6 below).

3. Discuss your target population (is your target population State or National)?

4. Describe the sources from which you hope to recruit other race graduate and professional school candidates (for example indicate if you recruit other race students from the predominantly black undergraduate institutions, if you utilize out of State sources, etc.).

5. Please indicate the materials that are made available to graduate and professional school candidates.

6. Please indicate the financial aids which are made available to graduate and professional school candidates. Please earmark those financial aids which are particularly useful in the recruitment of other race graduate and professional students.

7. Please provide an assessment of these methods and recommendations for continued effectiveness regarding the recruitment of other race graduate and professional school students.